

PERSONAL COLUMN

As a governor of a local school, I have been sent a document of great interest and potential power – though whether for good or ill, I am not yet sure.

It is marked confidential and it has in it some specific information relevant to the particular school which I have no intention of disclosing. However, apart from that one piece of information, the other contents of the document are common to at least some governors in all secondary schools in the Inner London Education Authority and have therefore been so widely disseminated and no doubt discussed that the existence of the document in itself can hardly be a secret.

So what is it? It is a letter from the ILEA Research and Statistics branch informing every secondary school of how it ranks in relation to the authority-wide average in terms of examination results – after intake and social factors have been taken into account. The information is in the form of a simple plus or minus figure, around the norm of zero, within the range between lowest and highest figures which are also specified.

Yes, all right, I can hear the howls of protest and the groans of dread – all too clearly for having joined in that chorus a couple of times myself. Here we go again, league tables, exam-lits, no true vision any more in education, etc., etc. Yet, for all that, there is just enough that is different about this exercise to make me wonder whether maybe now after all we have got a measure of one aspect of schools' performance that is fair and sensitive enough to be more widely publicized.

There already is a fair amount of public information on the subject floating about in the ILEA. A copious analysis of the results authority-wide is published every year, and each individual school is also encouraged to present its results as intelligibly as possible. An elegant scoring system has been worked out: an A grade at C level is worth 7 points, a B is worth 6, a C or a CSE 1 is worth 5, a CSE 2 is worth 4, and so on. (A different exercise is carried on with A level results.) The total results for the whole fifth year are added up, and divided by the number of pupils in the year-group, and this produces a "performance score" for the whole school. Since all children in the ILEA are identified at 11 as belonging to one of three bands of ability, it is also possible to work out average achievements for each band. The average "performance score" for a Band 1 (top 25 per cent) is 28.2; for a Band 2



ANNE SOFER

(middle 50 per cent) is 14.9 per cent; and for a Band 3 (bottom 25 per cent) it is 6.7.

All of this is very informative and very interesting. It is also incredibly complicated. And although all the figures and calculations are (usually) conscientiously included in the fat brochures available to parents, the sad fact is that most parents either do not or cannot make sense of it all. None the less, an assiduous parent (or local member) can glean some interesting facts from a perusal of all these documents that is sometimes at odds with popular wisdom. How is it, for instance, that at one very popular school in my borough, the Band 1 girls have a performance score lower than the Band 2 girls' average in another school with a more erratic reputation? Oddly, nobody else seems to have noticed.

The advantage of the new exercise is that the information is far simpler and more easily comparable – but also far more because the analysis is more sophisticated and takes more factors into account. All the data has been submitted to the process of regression analysis. And if, like me, your instinct is to run for cover when you encounter that sort of language, all I can say is that I sympathize, but the instinct is probably worth overcoming. What it means (and it has been explained to me so often, I think I understand it) is this. First, the statisticians work out what factors co-relate most strongly with exam results. In this case the factors are: ability on entry to secondary school, eligibility for free school meals, and

Matter of confidence

'What harm could it do to let parents and teachers see the league table?'

gender (girls perform better than boys). They then predict, for each school, what its performance score should be, bearing in mind those three factors. That predicted score, compared with the actual score, provides the plus or minus figure that appears in that confidential letter.

I have asked for, and received, the complete list. It arrived in alphabetical form, but it was the work of half an hour to put it in rank order. And so there it is in front of me – the forbidden, terrifying, damaging league table we have all been brought up to fear. I am left scratching my head for a justification of why I should be allowed to see it, and ordinary parents and teachers are not.

What harm could it do? Well, I suppose it might demoralize schools at the bottom of the list, and – particularly if they are under various forms of stress, as most schools seem to be these days – that might be counter-productive. Worse, it might make those at the top of the list complacent, and that – when the urgent challenge for the ILEA is to raise overall standards – might be disastrous. And, of course, there is the old argument that publication of such a list over-emphasizes the importance of exams, and distorts the curriculum.

On the other hand, is there any good it could do? The answer must be – well, yes, possibly. There are schools near the top of the list nobody would have dreamt would be there which are obviously making significant headway in reversing the cycle of inner-city educa-

tional deprivation. Some of them are not even particularly popular. Shouldn't their success be publicly acknowledged? And similarly, there are some schools near the bottom where a mood of complacent self-satisfaction permeates staff and parent body alike. Wouldn't a jolt, for them, be beneficial?

As for the fears of distortion to the curriculum, I am not sure this is very firm ground any more. Exams already dominate the curriculum for the final two years of compulsory education, and look as if they are likely to continue to do so. They also crucially influence life chances. Both parents and pupils regard qualifications as very important. For my own part, I would happily scrap the whole expensive and time-consuming business of external examinations at 16-plus, but while we have it we cannot talk down its significance.

The DES started it all. Their statistical bulletin 13/84 entitled *School Standards and Spending: Statistical Analysis*, issued last November, attempted to relate factors of deprivation, spending and examination results, and used the technique of regression analysis to do so. The resulting tables can be converted by a skilled statistician into a league table of local education authorities. The DES did not do that job themselves, but the Director of ILEA's Research and Statistics did, and published it. The list contains inexplicable surprises and points to no obvious political message, and perhaps that is why nobody has taken much notice of it. Mean authorities do as well or as badly as generous ones; authorities with innovative leadership (disappointingly) do not zoom to the top of the list. But most authorities seem to find it useful to know where they stand.

Parents and teachers might feel the same.

PERSONAL COLUMN

Four writers will now share the back pages of *The TES* in rotation. They are: C B Cox, John Edward Taylor, professor of English at the University of Manchester; Anne Sofer, SDP member of the GLC/ILEA for St Pancras North; Peter Newsam, chairman of the Committee for Racial Equality, and formerly ILEA education officer; and Paul Johnson, writer and broadcaster.

Next week:
Peter Newsam

THE TIMES

Educational Supplement

WEDNESDAY SEPTEMBER 20 1985 NUMBER 3612

FIRST PUBLISHED 1910 PRICE 50p

Liverpool: staff will try to keep going

by Mike Durham

Teachers in Liverpool will attempt to keep some schools open next week if the threatened all-out strike by manual workers brings the city to a standstill. But they were told this week that they will not be paid beyond the end of the month. And Mr Jim Ferguson, chief secretary of the National Union of Teachers, said members would work for nothing. "Unless we hear differently from our legal advisers, we will tell teachers that if they are not paid they are not obliged to teach."

Emergency plans on all fronts were being drawn up hastily as the city edged towards bankruptcy. The education authority is putting together schemes for a skeleton service protecting the schooling of exam candidates.

And heads throughout the country may be asked to contribute to the cost of their Liverpool colleagues under a contingency plan being discussed by the National Association of Head Teachers. Teachers have decided against joining in the strike called in support of the city council's deficit budget, and the National Union of Teachers has 2,500 members to try to work normally. But the strike is expected to close 95 per cent of schools immediately, with no water, gas, electricity, telephones and water supplies. Mr Ken Antcliffe, chief education officer, said, "I do not even know if I will be able to get into my office on Wednesday morning."

One plan is to open a few schools for a day a week on a year group basis. Alternatively, accessible schools could be opened for half days, to avoid the

teachers who work in inner city deprived areas or take shortage subjects, and who are considered to be exceptional, are to be first in line for promotion under proposals to improve the profession's career and pay structure. The proposals were unveiled last week by local authorities with the backing of Sir Keith Joseph. They are coupled with an offer for 1985 which would cost 5.85 per cent this year but which I.E.A.s have indicated would be raised to 6.9 per cent. In the proposals, the management indicates that the criteria for promotion should include "acknowledging that the schools location places special demands on teachers" and that exceptional performance of the teacher's duties call for additional recognition. Teachers of shortage subjects should also be acknowledged.

need for providing school dinners. The local authority may ask for voluntary teachers to maintain the service in schools, colleges and nursery centres.

However, supplies of paper, books and teaching materials would quickly dry up and schools would be prevented from ordering oil for heating or paying electricity and gas bills as the cold weather set in.

Emergency classes may be held in private houses, church halls or public buildings. Special schools and high security assessment units are expected to be exempt from strike action, along with public health and safety services.

The NUT, along with other unions, is unlikely to pay teachers any subsistence. The union's strike fund is already overstretched with the national pay dispute, and, anyway, the teachers will not be on strike. The crisis is being discussed at the union's head office today.

The National Association of Schoolmasters/Union of Women Teachers, and the NAHT, have opened negotiations with banks and building societies to safeguard mortgage repayments and special facilities.

Mr Dominic Brady, Liverpool's education chairman, described the teachers' attitude as "unfortunate" especially as much of the council's over spending was on teachers' salaries – the equivalent of 300 jobs.

On the brink – page 5



First day back: Ray Honeyford facing the press when he returned to work at Drummond Middle School, Bradford, on Monday. Mr Honeyford was suspended by Bradford Council in April after a row over multicultural education. He only returned after the High Court ruled that the council had exceeded its powers. Parents' threat, page 5.

Township schools at standstill

by Susan Fleming in Johannesburg

Schools have ground to a virtual halt in the troubled black townships of South Africa.

The South African Government has formally closed more than 450 mixed-race schools in the Western Cape, and 10 black schools near Pretoria, because of spreading unrest. But teachers in Soweto say they have faced empty classes since the beginning of August. One said: "It is

doubtful that any of the children will write exams at the end of the year... it is impossible to prepare for an exam when school has been disrupted all year."

Teachers had to make almost impossible decisions about whether to tell their pupils to carry books or wear uniforms to school, he added. "If the children do wear uniforms, they are ostracised by the boycotting children, and if they do not, the police pick them up for being in the streets."

Earlier this month the homes of two teachers at Medunsa High School, in Soweto, were attacked. They were believed to be the first targets on a "hit list" drawn up by pupils after one was punished at school.

Pupils' anger has been further fuelled by the banning of the Congress of South African Students, and there was violence around Cape Town this week as attempts were made to force the reopening of schools.

Mr Hamilton Dlamane, secretary-general of the African Teachers' Association of South Africa, and a member of the Soweto heads' association, said pupils were refusing to return to school until their friends from Cosas had been released from detention. "Children are congregating outside the schools and are refusing to go inside. If they do go inside then they refuse to do anything. They just sit there."

Black anger has spread right down to toddlers. In Cape Town a nursery playground group was spotted singing 'bushy in' – 'The Busses are dogs' and other freedom songs. Mrs Leah Tutu, wife of Bishop Desmond Tutu and a member of a Soweto parents' support group, said the heavy police and army presence in the township was "extremely provocative".

"There cannot be peace and we cannot win the confidence of our children until the army leaves,"

in separate ballots. In addition, the union is more than doubling the amount of strike action this term – compared with last. Separate ballots are now being organized on monthly strikes of up to half a day in every school and cash from its strike fund has been set aside for additional strikes of up to three days duration. This could be used to retaliate against any authority or MP seen to be "provocative" to teachers.

The NAS/UTW announced five more I.E.A.s would face strike action from its members next week – Avon, Inner London, Kirkcaldy, Lancashire and Lincolnshire. Members in 22 authorities took strike action this week. Local authorities this week offered their manual workers a 25 flat-rate rise which – with some structural changes to pay grades – will cost them 8 per cent in a year.

Package reveals promotion favourites

by Richard Garner

authorities to gain acceptance for a package once the National Union of Teachers lost its stronghold on the union side in negotiations in November.

But it emerged this week that firstly:

PAY PACKAGE

Offer in full

pages 6-8

The new structure proposals would sweep away existing Scales 1 to 4 and senior teacher scale, replacing them with a two-year entry grade (£7,035 to £7,278), a teacher grade (£8,037 to £10,509), for the vast majority of the profession, a senior teacher grade (£9,456 to £12,087), and a principal teacher grade (£11,298 to £14,638).

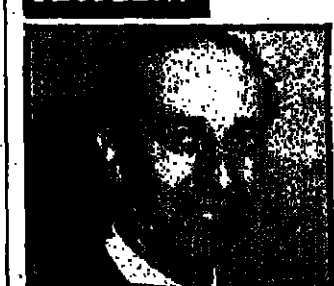
But long-term prospects for a deal suffered a major setback this week as the second largest union, the National Association of Schoolmasters/Union of Women Teachers, set its face firmly against these proposals.

Until now, it had always been thought that its readiness to negotiate a new deal would make it easier for the

NOTICEBOARD

No 220 CROSSWORD by Rufus

PEOPLE...



Mr Michael White (above), deputy head of Chisende primary school, east London, to be head of Susan Lawrence junior school, also in east London.

Mrs Jill Hankley, deputy head of Old Ford infants' school, east London, to be head of Blue Gate Field infants' school, also in east London.

Mrs June Tracey, head of Fairfield high school, Manchester, to be head of St Hilary's school, Alderley Edge, Cheshire (a Woodard Foundation school). Mr Brian Hild, principal of Ardson sixth form college, Manchester, to be principal of the High Peak College of further education, Harpur Hill, Buxton, on the retirement of Mr J. Fraser.

The Economic and Social Research Council has made the following appointments: Dr Graham Winfield, chief executive of the Overseas Division of the BOC Group; Mr Christopher Foster, director and head of the Economics and Public Policy Division of Cossons and Lybrand Associates; Dr William Birch, director of Bristol Polytechnic; Mr Tony Christopher, general

secretary of the Inland Revenue Staff Federation; and Mr Keith Thomas, Fellow and Tutor at St John's College, Oxford. All appointments are until July 31, 1986.

CONFERENCES...

September 21 Religious Education and Muslim Teachers in ILEA schools: a conference at the Islamic Cultural Centre, 145 Park Road, London NW8, in conjunction with ILEA and the Muslim Teachers' Association. The aim will be to explore ways to teach Islam as part of the multi-faith programme within ILEA. Details from 145 Park Road, London NW8, Tel 01-724 3363; or the Multi-Ethnic Inspectorate, ILEA County Hall, Room 528A, London SE1, Tel 01-633 8897.

October 1 AEB conference in conjunction with Education for Industrial Society on Basic Tests at the Institution of Civil Engineers, Great George Street, London SW1, for employers, ITS managing agents, principal careers officers and senior educationists. Fee £17.25. Details: Education for Industrial Society, 48 Bryanston Square, London W1.

October 12 Working with special needs children in the ordinary and special school: a one-day conference led by Mr Neville Hallmark and Dr. Sabat Guiney of interest to teachers in ordinary schools as well as members of staff of special schools operating 'outreach' or

support services in local schools. It will be held at Castle Priory College and the cost is £10. Details from The Principal, Castle Priory College, Thames Street, Wallingford, Oxon.

October 20-23 Training for Jobs: Policy and Implementation: an Association of Principals of Colleges and Association of College Registrars and Administrators conference concerned with implementing the 1984 Government White Paper at the Further Education Staff College, Blandford, Dorset. Fee including accommodation, is £20. Details from the Registrar, FESC, Coombe Lodge, Blandford, Dorset, BA11 6BG.

Until September 20 Touch and See: an exhibition of sculpture for and by the visually handicapped at the Royal National Institute for the Blind, 224 Great Portland Street, London W1. The exhibition opens at the University of Leicester Department of Adult Education, the Royal Leicestershire, Rutland, and Wycliffe Society for the Blind and the RNIB.

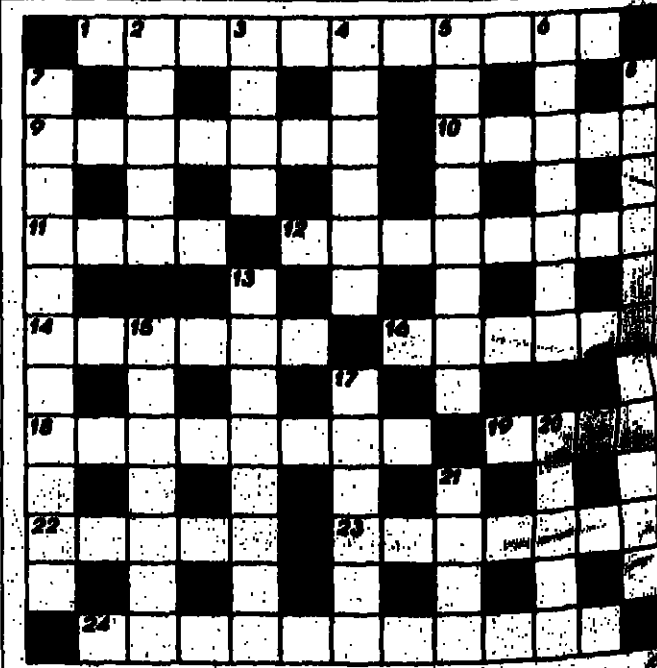
September 28 The Education Workshop is a discussion forum for teachers led by Dr Guy Claxton at the Unitarian Church, 112 Palace Gardens Terrace, London W8 from 10am to 5pm, organized by the Education Network. Fee £10. Details from the Education Network, 20 Elm Park Gardens, London SW10.

From October 1 The ninth series of autumn lectures at Nene College, Northampton, is on the theme of Science and Society and includes among its topics: environmental chemical influences on behaviour; stress at work; drug use and abuse; energy, molecules and light; why chemical reactions occur and the social basis of disease. The Miller Buckley Lecture will be given by The Rt Hon Peter Brooke, MP, on *The Quandary of the Environment*, on October 22. Fee for individual lectures 50p and for the course £20. Senior citizens and students free. Details from the Faculty of Science, Nene College, Moulton Park, Northampton NN2 7AL.

From October 10 History without racism: a 10-week course at Manchester Polytechnic's Ormrod Building, All Saints, Manchester, organized by the Faculty of Humanities. Meetings will be on Thursdays from 7pm-9pm. Details from the Faculty of Humanities.

RE Today A termly magazine for all who are involved in religious, personal and moral education published by the Professional Council for RE and CEM. Its new format includes educational games, practical teaching material, a reviews section and news service. Annual subscription £2.95 from RE Today (CEM), 2 Chester House, Pages Lane, London N10 1JH.

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Time to take the money

The pay dispute has now reached a climax. The offer which the employers have put together is ingenious. It provides higher ceilings for unpromoted teachers and better promotion prospects for many. But the teachers' panel rejected it without much hesitation because in money terms it fell far short of the teachers' demands.

The offer is set out in full on page 6. Readers of *The TES* should study it carefully. It is in several parts, which makes it harder to evaluate: the effect will not be uniform across the profession. How good (or bad) you think it is may well depend on your confidence in your own chances of promotion.

The first element in the package is a phased offer for this year - 5 per cent (or £480 which ever is more) from April 1, 1985 to be followed by another 1 per cent from November 1. With this (from September 1985) goes the merging of Scales 1 and 2.

This adds up to an increase totalling 5.85 per cent for the year as a whole. This is what teachers would receive during this financial year to meet increases in the cost of living. The latest retail price index showed prices in August running 6.2 per cent ahead of last year. In the coming months the indications are that this figure will drop. All that can be said is that 5.85 is below the inflation rate notched up in any month since April and so, probably, it represents a marginal erosion of the teachers' salary position.

Before going on to look at other parts of the package, it must be said that Mrs Nicky Harrison (through hypothetical questions passed to the teachers through the chairman, Sir John Wordie) indicated a willingness to increase this percentage figure to 6.9 if the teachers would accept the whole package including the new contract and career structure, but this was rejected by the teachers.

Was 6.9 per cent an "offer"? Formally it was not. But the business of negotiation often involves the discussion of hypothetical figures and there is little doubt that, had the teachers grabbed 6.9 per cent with both hands (and the rest of the package with it), the DES and the ACC members of the Burnham Committee, who thought Mrs Harrison was "doing a John Pearman" and going over the top, would have been hard put to stop a deal going through.

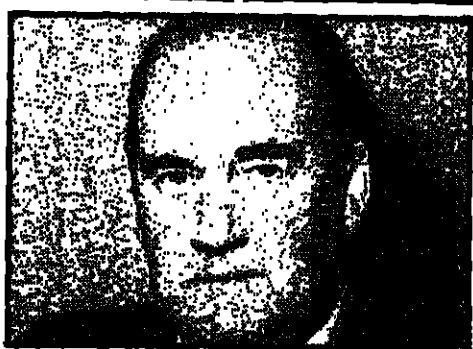
But there it is: the 1985 offer is worth 5.85 per cent as it stands in black and white or 6.9 per cent in the exploratory formula which Mrs Harrison has now written into the Burnham verbatim record.

The second part of the offer takes the form of another increment for all teachers stuck at the top of their scales. This runs from March 31, 1985, so it costs the authorities nothing in 1985-86, but it raises the base-line for 1986-87 by 1.65 per cent to 8.08 per cent above the 1984-85 level.

This is the end-loading. It keeps down the cost during the current year but raises the threshold for 1986-87. It does so by drawing on some £71 million of the £200 million which is available as the first tranche of the £1,250 million which the I.e.s.s. are to be allowed to spend on restructuring over the next four years.

The rest of the £200 millions for 1986-87 - £130 million - which includes the money set aside for lunch-time supervision, is distributed in the third part of the offer. This provides an improved main Teacher Grade, a Senior Teacher Grade and a Principal Teacher Grade, each with defined contractual duties which include appraising and being appraised.

In valuing the whole package you have to



From top left: Nicky Harrison, Fred Jarvis and Sir John Wordie

remember that no allowance is made for a 1986 "ordinary" inflation-related pay increase.

Important provisos about promotion prospects are set out in paragraphs 21 and 22:

In all but the smallest primary schools 67 per cent of the teachers would be on the teacher grade and 33 per cent on the senior teacher grade. . . This would give promotions to 30,000 teachers now on Scales 1 and 2.

In the majority of secondary schools 25 per cent of teachers would be on this (that is, senior teacher) grade and lead to promotions for 23,000 teachers. . . currently on Scales 1 and 2.

Percentage increases mainly of the order of 10-12 per cent for heads and deputy heads, and a range of temporary additional allowances for special tasks, complete the package. Many of the changes will take several years to work through which is why the estimated cost of the package rises from £200 million (less the lunch-time supervision money) to some £450 million by the fourth year of operation.

Is it a good deal? Yes and no. It is a good deal in that it shifts the log-jam of promotion which is frustrating now and getting worse as numbers fall. If you look at the dynamics of the profession, the possibilities of career-building, rather than the steady state of people at fixed points on pay scales at any given moment, then this new regime has a lot to offer.

The actual figures are fairly good, too, when set against what has happened to most other public sector groups. The main grades of qualified nurses, for instance, who had the benefit of a pay review procedure and were meant to be a special case, got a phased offer with end-loading which the Royal College of Nursing says will only put an extra 5.1-6.5 per cent more in their pockets this year while raising the base-line for next year by 6.2-7.1 per

cent. But set beside the teachers' Houghton menuwries it is not so good. Assuming that future Burnham awards keep pace with inflation and do not, as this year, fall a step or two behind, the package is worth about 5 per cent in 1986-87 and another 5 per cent over the following years. That this is a little more than Sir Keith's £1,250 million is a measure of the squeeze which the teachers have put on the employers. But it falls far short of the aspirations which have fuelled the teachers' action so far. This package, better promotion prospects and all, only recoups less than a third of the post-Houghton losses.

The "ordinary" Burnham negotiations cannot begin till the Rate Support Grant is announced, but it is difficult to believe that the Management panel could be so short-sighted as to hazard an agreement (if one were reached) by failing to preserve its value from inflation next year. In subsequent years there can be no such confidence, but then there are no guarantees which extend to the unknown future, given the precarious state of the economy.

What next? The NUT is buckling down for more ballots and more strikes. Sir Keith says the money disappears on October 11 (or very soon after) if the offer is not accepted. Action and threats have their own momentum. But every teacher, not just members of the NUT or the NAS/UWT, needs to stop for a moment and think very hard about where we go from here.

The time has come to ask if there is any real hope of screwing a better deal out of the employers and the Government by these tactics. It is a myth that people always get a better offer by holding out. It is clear that the money involved in this structure package is only about two-thirds of the sum which would have been required to put the authorities' November 1984 suggestions into operation. All right - so the November package might have been thrown out by Sir Keith in a political storm. But in fact it was thrown out by the NUT.

The November package - or any package which might have been renegotiated within its financial limits - will not now return. The NUT's stubbornness may have pushed up the I.e.s.s' basic 1985 offer, but marginal increases in this part of the deal could well have been outweighed by the losses of up to 5 per cent on the structure plans.

Unless someone is convinced that the NUT has a better idea up its sleeve, it must make sense, as the Secondary Heads believe, to strike a deal now and take the money.

Obviously the October 11 deadline could be varied - the Government could bend the rules - though it is universally agreed that this would be technically difficult and the calendar may well be allowed to take its remorseless course. After all, the NUT has led the teachers into this *cul de sac*. Why should the Government get them out?

Such reasoning may appeal to hard-liners in the Cabinet, but Sir Keith has a quite genuine need to get a settlement no less than the teachers, the local politicians and administrators, not to mention the parents and the pupils.

When the NUT loses its hegemony in Burnham, the balance of power will change. But new alliances will form and the NUT will still control nearly half the votes. It would be a great mistake to rely too heavily on this to pave the way for an easy agreement. And anyway, the 1986 boat might have already been missed.

COMMENT

Who governs governors?

When the Taylor Committee reported exactly eight years ago, one of the model instruments of government it thought worth setting out was that produced by the Endowed Schools' Commission in 1871 for a Bradford grammar school. Subsequent models had derived a great deal from that work, the Committee commented, including the 1945 model.

Which brings us back full circle to Bradford. For the articles of government of county middle schools in Bradford, which Mr Justice Simon Brown interpreted last week in the

High Court in favour of Mr Ray Honeyford, are based firmly - in the most relevant clauses - on the guidelines published in the White Paper which preceded the 1944 Education Act.

It is because the majority of local education authorities, in common with Bradford, still have a form of articles following those guidelines that the surprise and consternation at the judgment - that it was only when the governors recommended dismissal that the council had power to review their decision - has rippled well beyond the city.

This particular case is due for appeal. In any case, new legislation affecting the powers of governors is promised for the next Parliamentary session, so the judge's decision, and whether his view that 'the governors'

role is intended to be more than merely advisory', necessarily requires the delicate balance between employers, teachers and governing bodies to be upset, may well be sorted out.

Indeed, the White Paper proposals set out in *Better Schools* state clearly that dismissal of any member of staff will be a matter for the I.e.s. as employer, after a required consultation with the governing body.

Nevertheless, the DES draughtsmen are likely to be taking a closer look at what to say about the powers of governors in the light of the Honeyford case.

Their predecessors seem to have framed guidelines to protect a head from his or her governors, by providing for resort to the I.e.s. This case has turned the issue round, with the governors protecting the head from the

local authority. Although the Education Secretary wants to beef up the powers of governing bodies he is equally determined that local authorities should be able to manage their teaching forces efficiently, and has often referred to the dismissal of "ineffective" teachers. Some very nice legal drafting seems to be called for.

no comment

"Worldwide: Nuclear Weapons is a study of nuclear weapons around the world aimed at secondary schools".

Computer program described in the *Judo* issue of *Sinclair* 'Dob'.

Second opinion

Wishes of their parent

"Inspectors admit error over school" was the *Daily Telegraph* line about the case in the Independent schools tribunal. The case was in *The TES* (September 13) under heading "DES drops complaints Jewish school".

On the 11th day of the hearing, counsel for the State asked to be allowed to withdraw the Notice of Complaint. The feelings were concluded without order being made, but the day did say that he and his client would not have hesitated to withdraw the Notice of Complaint if counsel for the school had so requested.

Talmud Torah Maschil School of Clapton Common, London, had been provisionally registered December 1982. The tribunal evidence from the four members of the tribunal, including Her Majesty's Inspectorate, inspected the school in June 1983. HMI reported favourably that the school would have graduated from 'visionally registered' to 'registered'.

HMI reported unfavourably, however - which the school in shown in draft - was sent to the State on January 4 1984 together with a notice of complaint about the premises, its accommodation and instruction. The school appealed.

The hearing of the appeal on August 27, 1985. On August 27 the tribunal hearing was mainly the instruction in the school, and the dispute last week saw 11,000 children in the borough of Queens fall to begin the autumn term. Instead, the parents and many of the children themselves were on the picket lines, carrying banners protesting at the authorities' decision to allow the child to attend class.

Since it has been kept a close secret, it is not known whether he or she is a pupil at any of the schools picketed. All that is known is that the child is seven and in the second grade of an elementary school in New York.

The child is one of four in New York with Aids. The others have been kept out of school and given private tuition. In the disputed case, the school board argues that the child poses no risk of infection, having completed nursery school and kindergarten since being diagnosed.

The official view is that Aids can only be spread by sexual contact, contaminated needles or blood transfusions, and that normal social mixing poses no hazard. Some children have been born with the disease because

Teachers and heads in Hampshire, where parents have boycotted a school because a pupil is carrying Aids antibodies, are calling urgently for top level advice about how to cope with the situation.

Scantabout primary school in Chandlers Ford, Southampton, is the first case of its kind in Britain, although experts have long warned that a case would inevitably arise - either of an Aids victim with the full-blown syndrome or, as in the Hampshire case, of someone carrying antibodies to the virus which can cause Aids.

The National Union of Teachers has received several queries about Aids recently. These include an enquiry about the risk to teachers from the children of an Aids sufferer. In this case the parent was later found to be

suffering from a different immune deficiency syndrome.

Another query concerned the risk to teachers in a centre for mentally handicapped adults, a large number of whom were homosexual.

This week, between 35 and 50 children from Scantabout were kept at home by their parents who said they needed more information about the risks of being infected. A leading expert from St Mary's Hospital, Paddington in London, was expected to address the parents at the 195-pupil school on Wednesday night.

Mr David Hart, general secretary of the National Association of Head Teachers, said that national discussions were needed to produce some written guidelines for schools.

This could be in a meeting with the local authorities on CLEA/1 - the

body which negotiates teachers' conditions of service.

"We ought to move fairly quickly to establishing some form of authoritative guidance from national level," he said.

At the request of Hampshire heads, the NAHT's professional and legal committee will discuss, as an urgent item, what steps need to be taken on Aids at its meeting this weekend.

Last Friday, 200 parents attended a meeting at Scantabout to discuss "a serious medical problem" which had arisen at the school. They were told that a haemophilic pupil had been found to be carrying the Aids antibodies.

The parents, who were addressed among others by the boy's father, said initially that they did not want to see the boy isolated from his friends, but

that they needed more information. Hampshire has employed two part-time welfare assistants whose job is to "keep a continuous watch" so that if the boy has an accident his blood does not come into contact with the blood of any other pupil or adult. Blood-to-blood contact is said to be the only known way in which the child could pass the virus on.

Mr Derek Mason, county secretary for the NAHT in Hampshire, said Mr Nigel Moore, head of Scantabout, had been advised to keep the child at school.

"The difficulty arises in the reaction of the parents whose children have not got Aids antibodies. Until they believe there is no risk, we have a problem."

Dr David Leech, county secretary of the National Union of Teachers, said the TUC's medical officer had given advice to NUT members which had proved useful.

Mr David Watters, a spokesman for the Haemophilia Society, said there were approximately 850 haemophilic children under 16 in Britain and up to 70 per cent might have received contaminated Factor 8. However, studies from America showed that only 1 per cent of such cases had developed Aids later.

He said the reaction of parents who did not want their children to mix with haemophilics was "understandable but indefensible". A spokesman from the Department of Education and Science said this week it was considering whether to put out special guidance for teachers and local authorities.

A spokesman for the Department of Health said discussions about a national "public awareness" programme were still at a "very early stage".

From Bill Norris in Washington

Parents in New York City are on a collision course with their school authorities over whether one child, diagnosed as suffering from Aids, should be allowed to attend school.

The dispute last week saw 11,000 children in the borough of Queens fall to begin the autumn term. Instead, the parents and many of the children themselves were on the picket lines, carrying banners protesting at the authorities' decision to allow the child to attend class.

Since it has been kept a close secret, it is not known whether he or she is a

pupil at any of the schools picketed. All that is known is that the child is seven and in the second grade of an elementary school in New York.

The child is one of four in New York with Aids. The others have been kept out of school and given private tuition. In the disputed case, the school board argues that the child poses no risk of infection, having completed nursery school and kindergarten since being diagnosed.

The official view is that Aids can only be spread by sexual contact, contaminated needles or blood transfusions, and that normal social mixing poses no hazard. Some children have been born with the disease because

their mothers carried the virus, but it is not known whether the child is one of these.

The parents claim that there is too little known about Aids to be certain that their children could not catch it through classroom contact, and that the authorities are being unreasonable by exposing them to the slightest risk of a fatal infection. They are demanding an injunction to keep the child out of school.

But the New York authorities have decided to make this a test case - possibly because other Aids cases are bound to occur - in the Supreme Court. The hearing was continuing the week.

Unions pledge retaliation after rebuked to heads

by Richard Garner

Headteachers are being forced into the firing line over the pay dispute. Two are facing disciplinary action for going on strike, and another faces legal action over the closure of a school.

In Croydon two primary school headteachers, who took strike action last term, have been reprimanded and told the rebuke will stay on their files. A top level deputation led by Mr Peter Griffin, ex-president of the National Union of Teachers and chairman of its action committee, met Croydon council representatives on Tuesday night to ask for the reprimands to be lifted.

An NUT spokesman said afterwards: "We were told that the authority regarded strike action by heads and their deputies as incompatible with the job."

The union said the dispute would be discussed by its action committee and that the Conservative-controlled au-

thority could face industrial action even after the present row is settled. Croydon representatives will report the discussions to the next meeting of the authority's education committee.

Meanwhile parents in Oxfordshire revealed they are seeking legal advice over a headteacher's decision to send pupils home at lunchtime.

The parents say the 1980 Education Act decrees that local education authorities allow pupils to remain on the premises at lunchtime if part-time midday supervisors have been taken on by the authority.

The National Association of Head Teachers said this week that several of its branches are balloting their members on whether schools should be shut at lunchtime or pupils sent home - irrespective of whether adequate teacher support is available in the school at the time.



Photo: Martin Mayer

Strictly for rockers: Angela Rowe from the Walworth School reggae group Newman's Commotion, in performance at South London's Burgess Park, last Saturday. The group were taking part in a local festival at the park.

Liberals call for change at top

by Biddy Passmore

A plan to replace local education authorities with directly-elected local education councils was defeated by a substantial majority at the Liberal Assembly in Dundee on Wednesday.

Delegates responded to arguments from Liberal councillors that setting up separate bodies for education would sever vital links with other services. And Mr Clement Freud, MP, the party's education spokesman, said that a further round of reorganization would not be the best way to solve education problems. It would not produce any more cash, he pointed out.

However, the rest of the 85-line motion setting out ways of making education "more open, participative and flexible", was passed unanimously. It called for a new national framework for education, including a department of education and training, changes in methods of assessment to make more use of student profiles and self-assessment, more links between

mulation of the 1944 Act provisions on religious instruction. ("Compulsory worship is a contradiction in terms", Mr Freud remarked.)

The motion also called for an independent review body to introduce and monitor a new salary and career structure for the teaching profession and to introduce contracts for teachers and lecturers with full guarantees of academic freedom.

Creeping centralization in the education service was the theme to which speaker after speaker returned, with the Manpower Services Commission seen as the chief bogey.

Opening the debate, Mr Chris Bradford, leader of Cambridgeshire County Council, said this Government's intervention in education was as unprecedented as it was dangerous, especially in the field of training.

YTS trainees were "locked away in a self-contained box without access to the ideas and knowledge that would enable them to play a full part in

The Government was trying to inculcate a subservient attitude to repetitive work, he said, noting with amazement that it seemed to think the Youth Training Scheme would keep young people out of mischief.

Mrs Beth Graham, Liberal education spokesman on North Yorkshire County Council, said the MSC was "the antithesis of everything Liberals should believe in - secretive, autocratic and extremely powerful". The sooner it was wound up, the better it would be for young people and for education generally.

Investment and participation were described as the two main strands of Liberal policy by Mr Freud.

There were three million unemployed crying out for new skills, yet adult education had been developed at a time of full employment and took place in the evening and the Open University was being subjected to

Poly must reject image

by Karen Gold

The Polytechnic of North London must reject the idea that it is a prisoner of its past or of its public image, the independent report on the polytechnic published this week recommends.

The polytechnic's nature and achievements are very different from its media image, and have much in common with any other institution of higher education, the inquiry report says.

But concerns about its management - in particular internal communication and dealing with outside bodies - were justified, it says.

The polytechnic's problems were in all cases mainly due to "a consistent underestimation by management of what was required, together with some lack of forethought".

By management it means the directorate members and the court of governors, says the committee.

It was set up by the Inner London Education Authority at the beginning of this year in the wake of the much publicised demonstrations and litigation over the polytechnic's philosophy student and National Front member Mr Patrick Harrington.

It was chaired by Miss Sheila Browne, principal of Newnham College, Cambridge, and former senior chief HMI. Its other members were Professor Ralf Dahrendorf, former director of the London School of Economics, and Mr Clive Jenkins, general secretary of the Association of Scientific, Technical and Managerial Staffs - THES.

A spokesman for the Department of Health said discussions about a national "public awareness" programme were still at a "very early stage".

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A major aim of Government policy is the radical transformation of the experience of children and young people during the statutory period of education. The educational change which the Government intends is not, like some in the past, essentially organizational but rather is concerned with the purposes and processes of teaching and learning. Whether or not the Government's aspirations will be achieved, the strategies that it will use to attempt their realization will be such as to change significantly the lot of those in education.

Not least among those whose ways of working will change are the i.e.s. staff known as advisers or inspectors. There is currently considerable interest in this professional group. The National Foundation for Educational Research has just been funded to carry out a research project on advisers. A DES circular on i.e.s. advisory services has been in preparation for a couple of years and a draft version has just been issued.

I.e.s. advisers and inspectors - and the terms do not necessarily indicate any fundamental differences - have always been concerned with the support and development of the curriculum. Typically, this has involved specialist advisers working with teachers in a specific subject or curriculum area in schools or on in-service courses.

Three aspects of Government policy are already changing that method of working. First, the emphasis given to the formulation of whole curriculum policies at i.e.s. and school levels has meant that advisers must, more than ever, be able to assess critically the contribution which their individual specialism can make to the total curriculum now and in the future. Second, the recent provision of ear-marked central grants to i.e.s. to encourage the initiation of change in line with Government priorities introduces a major new mechanism for i.e.s. curriculum development. The precursor of this new approach was the Technical and Vocational Education Initiative (TVEI) funded by the MSC. There has also been the Lower Attaining Pupils Programme (LAPP) and, most recently, the 'Education Support Office' (ESG) scheme - both administered through the DES.



Enoch Powell warned the Government of "barbarism"

Last week the DES published its ideas on the changing role of i.e.s. advisers. This week Brian Wilcox reminds the advisers that one of their most important tasks is to act as critics of educational developments - and this has never been more important, given the Government's disturbingly utilitarian approach.

Revolution and rose-water

(ESG) scheme - both administered through the DES.

These schemes enable major curriculum projects to be mounted and developed locally with a level of resources which in the past has been more typically associated with national agencies such as the Schools Council. Project teams have been recruited headed by "directors" and "coordinators" who, with their associated staff, provide a novel complement to an authority's advisory team. Advisers will therefore need to ensure that such projects are properly coordinated with other curriculum development initiatives already under way within the authority.

Third, and of a piece with these changes in the funding of curriculum development, there are the specific training grants made available to i.e.s. to enable teachers to attend in-service courses in such priority areas as management training, special educational needs and pre-vocational education. This initiative is the harbinger of a more radical shake-up envisaged for 1987 whereby a new specific grant will be introduced to support expenditure on most aspects of in-service training.

The drift of all these initiatives is to move curriculum development and in-service activities locally towards the creation of coherent and coordinated programmes which more clearly reflect national and i.e.s. priorities. The best of advisers have always, of course, been individual change agents. While those skills are still important, advisers will increasingly find themselves involved in the management and i.e.s.

wide change and development programmes.

The press of events is also towards making the evaluation role of advisers more accessible. This arises from an emphasis on accountability which has been gathering steam since the mid-1970s as the economy declined and the education service found itself in a climate where its previous position of self-evident justification came to be questioned more and more. Irrespective of their titles, advisory services and inspectors have been implicitly regarded at the very least as an i.e.s.'s principal evaluation agency.

Undoubtedly, i.e.s.s have differed in the way they exercised the evaluation function. Some i.e.s.s have followed the HMI model of maintaining a regular cycle of inspection of their institutions. Others have perhaps relied more on the professional judgement of individual advisers, accumulated as a result of their many visits made to institutions over time.

While both of these approaches to evaluation are important, several developments have resulted in these no longer being sufficient in themselves. For example, evaluation has developed rapidly over the last two decades as an important branch of applied educational research. The evaluations associated with major national curriculum projects, particularly those associated with the Schools Council, have become familiar to those in i.e.s.s. Studies of the effectiveness of schools have also become a major strand in contemporary educational research. Many i.e.s.s and schools have since the late 1970s



The best advisers have always been individual change agents

attempted to develop systems of institutional self-evaluation. Most recently, there has been the emphasis given by the Government to the desirability of teacher appraisal.

These and other manifestations of the accountability issue are inevitably leading i.e.s.s to a more sophisticated understanding of evaluation and thereby requiring advisory services not only to develop a more active role in the process but also to manage an evaluation programme made up of these various components. One suspects that few i.e.s.s have yet got far towards utilizing, within a coordinated programme, the spectrum of evaluation approaches ranging from inspections carried out by HMI and local advisers to external evaluations of special projects.

Advisers then are likely in future to work more often as members of teams on authority-wide initiatives rather than as independent individuals. Collectively, advisers will be responsible for the management of programmes of change and development which are more visible and have greater impact than those which typically exist at the moment. This mode of working has important implications for the training of advisers, identifying as it does the need for familiarity with the literature of educational change and evaluation.

These twin fields of knowledge have the promise of providing a "theory" of advisory or inspectorate work so surprisingly absent at the present time despite a century or more of an inspectorate tradition within the public education system. The terms "inspector" and "adviser" both have a somewhat antique ring given the kind of role outlined here and perhaps need to be replaced by a more appropriate title. Advisers have a further important

role. They are, or should be, commentators - perhaps critics is a better term - of educational developments.

The exercise of that role has never been more necessary than at present time. The Government has had no alternative but to allow it to reinvigorate public sector education, has promulgated a distinct educational orthodoxy which is unquestioningly accepted.

The Government's approach, which represents 30 mosques, asks, "who will be responsible for the children who stay away from their schools in Bradford next week?" In March this year the Drummond parents' action committee organized an alternative school for a week attended by 200 pupils of Mr Honeyford.

Mr Khan said the possibility of an alternative school was being considered but this was not a new bid to secure an Islam voluntary-aided school in the city.

The Government's current style in promoting its educational vision would seem to reflect the belief that "revolutions are not made with rose water". Like all revolutions, educational ones can be uncomfortable. Much will, therefore, depend on the ability of advisers to mediate sensitively the process of educational change.

If they are to fulfil this and the responsibilities outlined here, essential that they have time available to do so. In particular, they will need to be protected from the tendency of general administrative functions to their admittedly under-resourced education departments.

Brian Wilcox is chief adviser to field education authority.

Bradford faces parents' wrath

by Bert Lodge

Children may be kept away from schools all over Bradford from next Monday, according to Mr Choudhury Khan, the president of the city's Council of Mosques.

The threat followed the reinstatement of Mr Ray Honeyford as head of Drummond Middle School after a term's suspension following a race relations row. In a strongly worded statement, the Council of Mosques accuses the education authority of choosing to safeguard its own employee rather than respect the wishes of parents. "... an employee, moreover, who has blatantly refused to accept the multicultural education policy of Bradford and repeatedly criticizes it".

Mr Honeyford returned to school last week after winning a High Court appeal that once his governors had recommended his reinstatement. He had no alternative but to allow it to reinvigorate public sector education, has promulgated a distinct educational orthodoxy which is unquestioningly accepted.

The statement from the group, which represents 30 mosques, asks, "who will be responsible for the children who stay away from their schools in Bradford next week?" In March this year the Drummond parents' action committee organized an alternative school for a week attended by 200 pupils of Mr Honeyford.

Mr Khan said the possibility of an alternative school was being considered but this was not a new bid to secure an Islam voluntary-aided school in the city.

In 1983, a group of Muslim parents made an unsuccessful attempt to convert five existing Bradford county schools into Muslim voluntary schools.

Mr Khan added: "We noticed the application in Brent recently for an Islam voluntary-aided school and we said - 'Not for us.' The Council of Mosques did not support the application two years ago because we felt that education in a mixed establishment was better. On the other hand we warned Bradford that if they sent Ray Honeyford back the education of our children would suffer and that sort of thing might encourage people to go for a voluntary-aided school again. In any case we are asking for more single-sex schools."

Only one, for senior girls, Belle Vue High is available. The chronic lack of provision of single-sex education for senior Muslim girls has already led to the opening of a private school for 100 girls in the city last year, but it has been estimated that many more than that number are simply kept at home each day by their parents.

A newspaper reported this week that Longman's, the publishers, had been threatened by one of their successful authors, Mr Brian Abbas, that he would take his English language textbooks elsewhere if the group continued to publish *The Salisbury Review*, the right-wing journal which carried Mr Honeyford's article. The report was dismissed on Tuesday by Longman's chief executive, Mr Tim Rix, as "completely untrue. And that is the only comment we have to make".

NEWS

Riots halt college take-up

by Mark Jackson

Staff at Handsworth Technical College were this week trying to catch up on their student enrolment, brought to a sudden standstill by last week's riots. Enrolment, which had begun briskly on Monday of last week, continued through that evening's rioting and was going ahead still on Tuesday morning when the Home Secretary's visit to the Birmingham district triggered off fresh disturbances.

Enrolments resumed on Wednesday but staff decided to extend recruitment this week to make up for the interruption.

The college, says Handsworth's Labour MP, Miss Clare Short, has like the local schools "a very good atmosphere". She says that they are doing everything they can for youngsters "in the middle of a sea of unemployment."

Mr Chris Webb, the principal, says

there is no sign of ill feeling between the ethnic groups in his college.

A report about to be published by a West Midlands county council-backed research team claims that warning signals of resentment building up among Birmingham's inner city youngsters have been present for a long time.

The team, the West Midlands Youth Training Scheme research project, claims that only ten of the Afro-Caribbean girls who left Birmingham schools last year got jobs. Four of these were in Handsworth, where the same number of Afro Caribbean boys also found jobs.

The report alleges "shocking" racial discrimination in Birmingham's Youth Training Schemes. The biggest share of places in the city's YTS is provided by private training agencies and only

six per cent by employers. Around 95 per cent of the places with employers, who hold the best hope of a job after YTS, are taken up by whites. Blacks, says the report, are heavily over-represented in Mode B1 schemes (those run mainly by voluntary organizations or local authorities).

● A "race riot" in a school playground between white and Asian children has marred the debut of Liverpool's new community comprehensive schools. One Asian boy was taken to hospital with a hand wound following the incident involving about 50 youths at Breckfield school. It was the first time black pupils had attended the school, reopened with a new catchment area last week. L.e.s. officials blamed "outsiders" including National Front sympathizers for the trouble.

Boards warn of 'foul up' if 16-plus is postponed

by Susannah Kirkman

Sir Keith Joseph must make a quick decision on whether to postpone the new GCSE exam, say exam board chiefs.

Some boards have not made any contingency plans for the extension of O level to 1988, the year that the 16-plus is supposed to be introduced.

According to a spokesman for the Associated Examining Board, a "foul-up" in the exam system is inevitable if Sir Keith announces a postponement of the GCSE in a few months' time. The AEB for one is about to start dismantling the O level setting and marking system.

"We are virtually at the point of no return," he said.

Local authorities and teachers' unions have asked Sir Keith to postpone the GCSE for a year, as they feel that too little time has been allowed for preparation. Union leaders have warned the Education Secretary that teachers' industrial action is bound to delay the exam still further.

The effects of postponing the GCSE was expected to be one of the items on the agenda when exam board representatives met this week. They were also likely to discuss in-service training for teachers involved with the new exam.

Action urged on drug alert

Teachers cannot act as "drug spotters" in classroom because they have no real training for the job, a teachers' leader said this week.

Mr Cliff Vanner, outgoing president of the Essex branch of the National Association of Schoolmasters/Union of Women Teachers, said that government expectations that teachers would recognize pupils who were taking drugs at an early stage were "worrying". "The Department of Education and Science has issued a booklet which they claim will be a valuable source of information for teachers on the use and misuse of drugs," he added. "A booklet, however, informative and well written, is not sufficient. More money needs to be found for health education."

Big response

Northern Ireland's Youth Training Programme work scheme for 17-year-olds has drawn twice the response anticipated from employers who, in return for an approved training programme, are paid a £25-a-week grant and get free education and training facilities.

If they are to fulfil this and the responsibilities outlined here, essential that they have time available to do so. In particular, they will need to be protected from the tendency of general administrative functions to their admittedly under-resourced education departments.

Brian Wilcox is chief adviser to field education authority.



Iain Hall... plans to keep school going

Mike Durham talks to the teachers who are faced with no pay and no schools

Liverpool on the brink

Outrage and disbelief were the overwhelming reactions of Liverpool teachers to the news that their pay will run out at the end of the month, and that schools might close next week.

After months of uncertainty manual workers on Monday voted to recommend an all-out strike next week. It would close most schools, although teacher unions have said they will not take part in a strike.

English teacher, Mrs Judy Bidston, newly arrived at Gateacre Community School, but with 16 years teaching experience in Liverpool, summed up the feelings of most teachers when she said: "We find it very difficult to imagine the situation is real. It can't be happening."

As the crisis developed last week, many teachers were adopting a sanguine stance. "I don't think it will come to the crunch," said maths teacher Stuart Hillyard. "They'll never be able to get away with closing the schools for long. The Government will be forced to ensure the schools remain open."

However the head of Breckfield Community School, Mr Iain Hall, is working on a contingency plan to keep the school going if there is a "breakdown". He estimates he would need 20

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The purpose of this Conference is to stimulate thought and discussion about initial and in-service teacher education for meeting special educational needs following the recent report of the Advisory Committee on the Supply and Education of Teachers (ACSET) June 1984. The Union invited in the responses to this report that it is essential to have structured progress towards improving the preparation of teachers.

Delegates will all be concerned in one capacity or another with special education. We hope that those attending will include teachers, special educational officers, advisers, students, politicians, representatives of the voluntary sector and representatives of the public.

The Conference fee is £15.
For further information and application forms apply to Penny Muir, Education Department, National Union of Teachers, Hamilton House, Madison Place, London, WC1H 8EP. Telephone 01-583 8181.

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Inspectors report BEd course shifts

Constant modifications made to the BEd degree at the West Midlands College of Higher Education, together with revision of the postgraduate course, showed the college was aware of the limitations of the course framework prevailing between 1982-84, HM Inspectors conclude.

Their report, while acknowledging the well-organized system for teaching practice, says attention needs to be paid to the quality of some schemes of work drawn up by the students and to more rigorous assessment of the performance of some students in the classroom.

More than one third of the BEd students enter the college through access courses specially designed to bring students from ethnic minorities up to higher education standard or through alternative entry.

Their absence of an A level qualification in their main subject places constraints upon academic levels, not

DTI funds biotech push

A national centre for school biotechnology is to be established at the University of Reading with funds from the Department of Trade and Industry.

This follows a review of the use of biotechnology in schools by the DTI in 1983-84. The project was jointly funded by the DTI, the DES and the Welsh Office.

Since then there have been several independent initiatives which have made opportunities for teachers to discuss and introduce aspects of biotechnology.

The new centre will provide a forum for curriculum development and encourage the teaching of aspects of biotechnology in schools at all levels.

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NEWS

THE PAY PACKAGE

Local education authorities unveiled their blueprint for a new career structure and pay for teachers last week. In a three page special *The TES* prints the offer in full, shows how it would affect four typical teachers and reports on reactions to it.

1: First stage

The first stage in the management panel's package consists of an offer for 1985-86 which is as follows:

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(i) From April 1, 1985, an increase of 2.40 or 5% on all scale points and allowances (except London and social priority allowances)	5.43	5.43	8.82	5.00
(ii) From September 1, 1985, merger of Scales 1 & 2 on the understanding Scale 1 teachers would be expected to undertake duties of teachers currently on Scale 2	—	—	4.09*	3.85*
(iii) From November 1, 1985, a further 1% increase (on the basis) on all salary points	0.42	1	1	1
(iv) From March 31, 1986, all teachers on their salary maximum to receive an additional increment (teachers on Scale 1 will benefit from the merger of Scales 1 & 2 and will not be affected)	—	1.65	4.9*	3.4*
Total	5.85	8.08		

* These figures indicate the highest and lowest percentage increase for teachers who receive an increase under these proposals. Many are unaffected. Clearly, the cost of the additional increment takes up part of the additional resources for 1985-87 earmarked by the Secretary of State.

2: Structure

The second part of the management's package involves a restructuring of the profession with new pay grades being introduced in September 1986 and a separate deal to overcome midday supervision problems.

Midday supervision

An additional call on these resources from 1986-87 is to deal with the supervision of pupils during the midday break. The Management Panel has asked the local authority associations to consider a scheme to enhance the support available to head-teachers during the midday break. This will involve payments to teachers, or others, undertaking these duties on separate contracts.

Improvements in the career structure and promotion prospects of teachers

The Management Panel also propose significant improvements to the career structure from September 1986. The Management Panel has designed the following set of proposals drawing on the common understanding of the professional role of teachers in schools. It has taken into account the criticisms and shortcomings of the existing arrangements and built on its strengths. This has had to be done bearing in mind the financial limits set by the Secretary of State.

Within these limits the Management Panel has been able to put forward significantly improved promotion opportunities for teachers. These promotions will be used to meet a variety of criteria and will include: rewarding those undertaking additional responsibilities; recognizing that the school's curriculum requirements call for a greater input of skills and experience which are in short supply; acknowledging that the school's location places special demands on the teachers of where the exceptional performance of the teachers' duties call for additional recognition.

The acceptance of a systematic system of appraisal should enhance teaching quality and the professional development of all teachers. In addition the outcomes of appraisal should be directly relevant when judgements are made about promotion. These proposals are put forward in the expectation that all parties will co-operate in the development of a scheme of appraisal. An early start would be needed to make a worthwhile contribution to a national framework for

appraisal within which L.e.s. would develop their own schemes. All the salary figures that follow reflect the employers' offer for improvements in current salaries set out above. The comparative figures are shown in Table 1.

Entry Grade £7,035 to £7,278 (points 5 and 6 of Scale 1)

All newly-appointed teachers will serve two years on this grade. During this time their performance will be appraised. Provided that they satisfy the criteria for transfer, they will move to the Teacher Grade. During the first year on the grade the teaching load will be reduced to 90 per cent of the normal load in the school. All such teachers will receive counselling, support and induction to afford every opportunity to attain the standard necessary to progress their career.

Further development of the Entry Grade arrangements will be needed in discussion with the teachers. The starting salary matches that currently paid to graduates but additional salary arrangements might be needed for mature entrants.

Teacher Grade £8,037 to £10,509 (point 9 of Scale 1 to point 7 of Scale 3)

All teachers currently being paid below the grade minimum will be lifted to that point by the time the first EG teachers arrive there; other teachers

will transfer on their existing point. This will benefit teachers on the lower points and give increases up to 14.0 per cent in some cases in the first year. Teachers will be expected to undertake the following duties based on a contractual provision common to all teachers on this grade:

- Pupils: Teach assigned classes; Take an appropriate share of collective staff responsibility to cover the classes of absent colleagues; Plan, prepare, evaluate and review personal teaching methods and programmes in accordance with education authority and school policies; Take an appropriate share of collective responsibility to supervise pupils on arrival at and departure from school and during the school day, including before and after the midday break; Mark, record and report on pupils' work (including homework) and progress in accordance with education authority and school policies; and Provide guidance and counsel on educational, social and career matters in accordance with education authority and school pastoral and counselling policies.

- Parents: Consult and liaise with parents, attending meetings arranged for the purpose.

- Curriculum and examinations: Take part in arrangements for presenting pupils in public examinations, contribute to the preparation and development of courses of study and teaching materials in response to change in public examinations and assessment procedures and in accordance with education authority and school curricular policies.

- Staff matters: Take part in performance appraisal in accordance with education authority arrangements; Take part in courses of in-service training and other schemes of professional development; Take an appropriate share of collective staff responsibility for the professional development of colleagues, including new entrants to teaching; and Attend staff meetings.

- General: Carry out such other related duties and responsibilities at the school as may be reasonably allocated, as need arises, by the head.

Senior Teacher Grade £9,456 to £12,087 (point 4 of Scale 3 to point 6 of Scale 4)

In addition to those of the Teacher Grade, duties of the Senior Teacher Grade would include:

- Acting as a curricular consultant throughout the school;
- Taking a leading professional role in the review, development and management of assigned curricular, pastoral or organizational activities;
- Acting as a mentor to newly-appointed teachers; and
- Taking responsibility for the school in the brief absence of the head where there are no posts above senior teacher.

This promotion post would be available in schools in the ratio of one senior Teacher Grade for every two posts on Teacher Grade (including Entry Grade) with a detailed formula to be worked out.

In all but the smallest primary schools, 67 per cent of teachers would be on the Teacher Grade and 33 per cent on the Senior Teacher Grade. Achieving this proportion would give promotions to 30,000 teachers currently on Scales 1 and 2.

In the majority of secondary schools, 25 per cent of teachers would be on this grade and lead to promotions for 23,000 teachers in those schools who are currently on Scales 1 and 2.

This grade would accommodate those teachers on Scale 3 who were not promoted to Principal Teacher Grade. Those on the lower points would benefit from being assimilated to the new minimum.

Principal Teacher Grade £11,298 to £14,658 (point 4 of Scale 4 to minimum of senior teacher plus one increment)

In addition to the duties set out for other grades, Principals would have duties which would include:

TABLE ONE: SALARY SCALES REFLECTING EMPLOYERS' OFFER NEW STRUCTURE FROM SEPTEMBER 1 1986

Scale	Existing Point	Salary	Increase +1%
0	5442	5976	
1	5694	6231	
2	5883	6423	
3	6072	6612	
4	6262	6795	
5	6489	7035	
6	6732	7278	
7	6975	7524	
8	7230	7782	
9	7482	8037	
10	7734	8292	
11	8004	8565	
12	8280	8844	
13	8556	9123	
14	8886	9456	
15	9207	9774	
16	9597	10173	
17	9915	10509	
18	10287	10905	
19	10659	11298	
20	11031	11694	
21	11403	12087	
22	11931	12648	
23	12363	13104	
24	12963	13740	
25	13396	14199	
26	N/A	14658	

(This does not take into account the salary increase payable from April 1 1986)

ENTRY GRADE

TEACHER GRADE

SENIOR TEACHER GRADE

PRINCIPAL TEACHER GRADE

able for: supervising, directing, monitoring and appraising the performance of a group of teachers including observing lessons and scrutiny of schemes of work.

Such posts would only be established in schools in Group 8 and above. They would be introduced on a sliding scale so that in the average size of secondary school one post in every four will be on this grade. The Management Panel would wish to retain discretion for authorities to exceed the national provision in this respect.

The proposals provide for the promotion of some 21,000 teachers as well as for the movement of teachers on the lower points of Scale 4 to the new minimum point.

Additional allowances

Even with the changes introduced there will be other specific management duties to be undertaken. These duties will vary in their nature and duration, some may be continuing, others may be completed in a term or year, depending on the circumstances of each school. It is felt to be necessary to set a minimum figure on each allowance and to set a limit to the total expenditure available in each school.

It is suggested that the minimum allowances should be set at £500 and be available only in schools in Group 8 and above in the following annual amounts:

Group	£
Group 8	11,000
Groups 9 and 10	21,500
Groups 11 and 12	22,000
Groups 13 and 14	22,500

L.e.s. would have discretion to appoint senior teachers, principal teachers and to pay the allowances in paragraph 29 beyond the limits referred to. These allowances would be paid to senior or principal teachers as determined by the authority.

Review of age weighting system

The Management Panel has been critical of the effect of the existing age weighting system and intends to review this in the near future. There is concern at the effect of the current system on both primary and secondary schools. The proposals below are applied to the existing system.

Deputy heads

The post and title is relatively new and far greater influence once the differentials improved to provide following salary levels. These have always wanted to get its members' hands on what it sees as a potential been phased over two years in the of Groups 5 to 10 and are based on existing age weightings.

Proposed salary maxima from Sept 1, '86	Management Panel's proposal from Sept 1, '86	Management Panel's proposal from Sept 1, '86
182,007	182,007	182,007
12,180	12,180	12,180
12,300	12,300	12,300
12,633	12,633	12,633
13,167	13,167	13,167
14,189	14,189	14,189
14,622	14,622	14,622
15,433	15,433	15,433
15,295	15,295	15,295
17,047	17,047	17,047
18,150	18,150	18,150
18,689	18,689	18,689
19,461	19,461	19,461

Heads

For headteachers the Management Panel propose a new salary structure that will be expected of headteachers.

Group	Proposed salary maxima from Sept 1, '86	Management Panel's proposal from Sept 1, '86
1	12,714	12,714
2	13,028	13,028
3	13,672	13,672
4	14,671	14,671
5	15,999	15,999
6	16,999	16,999
7	17,825	17,825
8	18,783	18,783
9	21,345	21,345
10	22,983	22,983
11	24,383	24,383
12	25,599	25,599
13	26,999	26,999
14	28,994	28,994

Example 1 Mrs Tops

Mrs Tops, head of one of the country's largest comprehensive, has reached the top of the teaching tree and is currently earning £22,941 a year.

The employers' 1985 proposals would give her a rise which would bring her salary to £24,324 a year as a result of this year's negotiations.

With the new structure being agreed, her pay rises to £26,994 a year from September 1, 1986 - plus whatever rise is agreed from April 1 1986. She withdraws her request for early retirement.

All in all, the structure deal gives her an 11 per cent rise - no wonder the unions' view of the teachers' proposals is so favourable.

Burnham shake-up offers best hope of pay solution

by Richard Garner

Negotiations in the teachers' pay dispute were deadlocked this week with both sides further apart than before the summer recess. There was no sign of any more talks before the October 11 deadline set by Sir Keith Joseph for taking up his offer of a £1.25 billion four-year pay package.

The best chance for new discussions seems to lie with Sir Keith's plans for removing the National Union of Teachers' overall majority on the teachers' side in negotiations. This is expected to come into force in November.

If the new panel had been in force for last Thursday's meeting of the Burnham committee, talks would have continued. But whether they would have been successful is doubtful.

The new structure package, which takes up the first stage of the £1.25 billion four-year deal, has yet to be considered by teachers' leaders. Indeed it is now almost certain the package will be withdrawn, at least temporarily, before it is discussed. This is because the Government is insisting it be agreed in principle before the rate support grant settlement in mid-October.

Leaders of some of the smaller unions believe this could be an attempt to get the NUT to the negotiating table. They said that money could always be found later from the Government's contingency fund if the Cabinet were serious about the package. Sir Keith has been adamant that it be withdrawn.

The biggest single blow to the employers at last Thursday's meeting may not have been the rejection of talks on the structure package before a 1985 settlement is reached by the NUT-dominated panel, but the antagonism of the second largest teachers' union, the National Association of Schoolmasters/Union of Women Teachers, to the new package.

The NAS/UWT will be in a position to exert far greater influence once the teachers' panel is revamped. It has always wanted to get its members' hands on what it sees as a potential been phased over two years in the of Groups 5 to 10 and are based on existing age weightings.



Example 1

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NEWS



Example 2 Mr Boffin

Mr Boffin, a science teacher, has recently been given a Scale 2 post in his school - and is currently earning £6,975 a year on point three of his scale. Under the 1985 proposals, his

pay would rise by £480 backdated to April and 1 per cent in November so that he would end up earning £7,524 a year.

The much vaunted new structure comes into force and he finds he will transform to the new Teacher Grade where his pay could rise to a maximum of £10,509, plus whatever is agreed annually over the next few years.

On the other hand, as a teacher of a shortage subject, he could well go up a ladder to the Senior Teacher Grade where the maximum (plus any annual wage agreement) would be £12,087.

However, all this talk of rewarding teachers of shortage subjects seems to be missing from the management's document. All it says is the improved promotion structure recognizes curricular requirements "call for a greater input of skills and experience which are in short supply".

He pauses on his way to the pillar box, but - on reflection - decides he will still post that application form for a job with ICI.

After all, that rise to the top of the Senior Teacher Grade assumes that he will be one of the 29 per cent of Scale 2 teachers who will reach those dizzy heights.

Continued, page 8

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Proposals widen union opposition

Continued from page 7

lower figure could not resolve the dispute.

After a series of questions had been considered by the two sides meeting separately - negotiations by Chinese whippers as one union leader called it - it began to look as though a new initiative would begin.

The employers had asked what the teachers' attitude would be if they indicated they were prepared to talk about a 6.9 per cent increase, linked to the new structure.

This initiative led the NAHT to table a motion which said the teachers

were prepared to consider a 6.9 per cent package end-loaded (that is - with more money available at the end of the year) to at least 7.5 per cent for every teacher. In exchange, the teachers would enter into immediate negotiations on the structure package once a settlement along these lines had been reached.

The motion was supported by the NAS/UWT once an amendment to the effect that the structure negotiations should be seen as a vehicle for trying to restore the Houghton levels of pay had been accepted.

This was supported by the NUT which used its 16 votes to outvote it.

All the other teachers' unions on the panel save the National Association of Teachers in Further and Higher Education, which abstained, sided with the NAHT.

Mr Fred Jarvis, general secretary of the NUT and leader of the teachers' side, said his representatives had rejected the motion because they felt it weakened the teachers' resolve to restoring their pay levels through the 1985 negotiations.

He reacted angrily to suggestions by Mr David Hart, the NAHT general secretary, that the NUT has been blinkered and caused a breakdown. Mr Jarvis said that even the NAHT motion had spoken of structure negotiations resuming immediately after a 1985 settlement while the management was insisting that the two negotiations should be linked.

Mrs Harrison said afterwards she was very low and disappointed. Outlining the package to teachers she had stressed the new proposals met the teachers' claim for a "radically new approach to teachers' salaries".

In addition to the funds on offer for the new structure, i.e. a.s. would earn £43 million from April 1, 1986 to pay for lunchtime supervision. No teacher would be required to supervise but could volunteer for payment.

It is envisaged that 29 per cent of the teachers currently employed on scale two will be promoted above the new teacher grade to that of senior teacher and will receive rises of at least 20 per cent once they reach the top of their new grade.

It also raises the spectre of merit pay again by saying promotions would be used to meet a variety of criteria including "acknowledging that the school's location places special de-

mands on the teachers or where the exceptional performance of the teacher's duties call for additional recognition".

The initial reaction from the NAS/UWT was that the package was "a step backwards" since it cost less than the one put forward by employers last November. The NAHT and SFA were initially attracted to it because of the increased differentials for head-teachers.

Mr Jarvis said his union had not had time to examine it carefully and that the first priority had to be a settlement of the 1985 pay claim.

Sir Keith later ruled out any possibility of extra money to help get agreement for 1985. He said teachers were being misled about the structure proposals by their unions.

The unions warned that their campaigns of industrial action would continue.



Example 4

Ms Young

Miss Young, a 24-year-old primary teacher who joined the profession on one of the lowest pay bands (point four, Scale 1) this month, now earning £6,252 a year.

If teachers had accepted the pay offer made last Thursday, her salary would rise to £6,973 by the end of the year - with a £488 in backdated to April 1, and an extra 1 per cent in November.

If the new structure proposal were then agreed, she would progress to point two of the new Grade next September - earning £7,276 a year, plus what she would receive from the April 1 settlement.

She would transfer to the Teacher grade in September, 1987, and her pay would rise by annual increments to a ceiling of £10,509.



Nicky Harrison

NEWS

Row over spread of grammars' catchment areas

by Biddy Passmore

Tory-controlled Berkshire is persisting with a plan to extend the catchment area of two grammar schools despite advice from management consultants that the schools should close.

The plan, which involves offering some grammar school places in Reading to children in the rest of the county, is being fiercely opposed by local parents, teachers and governors.

Although the number of places involved is small - 30 day places for girls, 10 for boys - they say the scheme will rob successful comprehensives in the areas around Reading of their brightest pupils and lead to the re-introduction of the 11 plus in primary schools.

The idea of extending the selection net was first raised by the county council two years ago in response to the problem of falling rolls in Reading. The two grammar schools were allowing an ever-increasing proportion of the town's bright pupils, leaving the comprehensives with little more than a secondary modern intake.

But, after a vociferous campaign against the scheme, it was defeated in the full council, of which the Conservatives did not then have overall control.

Last May, however, Berkshire became the only hung council to come under full Conservative control. The plan was resurrected and passed by the schools sub-committee in July. Heads and governing bodies received letters at the end of August giving them just over two weeks to comment on changes planned to start next autumn.

Meanwhile, an efficiency study the new council commissioned from Coopers and Lybrand, the management consultants, has come to the embarras-

ing conclusion that the grammar schools should close and that the town should be reorganised into 11-16 comprehensive feeding into six form colleges. Closing the grammar schools would save £2.5m the report said.

But this recommendation was dismissed by Tory council leader Frank Butters, said this week the Education Committee, said this week that it would be cheaper to run a comprehensive system in Reading.

"The question," he said, "is whether we want to spend £2.5m more to keep the grammar schools, or want this particular kind of education in the educational field to be available. The issue has been decided. It is a 'good man' Conservative." Last week, a meeting of 80 members of local schools decided to do all they could to fight the plan, which goes to the Education Committee on October 9 and to the council on November 9.

Mrs Jan Fowle, co-ordinator of Berkshire Campaign to Defend Comprehensive Schools, said this week the plan would have serious implications for comprehensives near to the grammar schools.

But the campaigners are worried by the effect on the schools of the scramble for places. A number of grammar school places in county plans to switch from a system of quota system to a system of purely by academic merit.

One of the main arguments for the plan is that it would allow the county to provide a better quality of education for all.

An exciting application of microcomputers is in laboratory investigations for human biology. Curriculum development in MEP Wales in the area of physiological monitoring is resulting in the development of hardware and software to the teaching of cardiovascular, respiratory, muscular and exercise physiology.

In any investigation involving human examination safety is of the utmost importance. This concern has resulted in the design of a low-cost battery operated electrocardiograph, isolated from the mains operated recording instrument (oscilloscope, microcomputer or VELA) by an infra-red link.

In addition to the hardware and associated software produced, application notes are to be provided for teachers of biology. Furthermore technical notes on hardware construction and operation will be available for physics and electronics teachers, meeting some of the needs of examination options in medical physics and medical electronics.

If you are interested contact Peter Timothy or Jonathan Rabet at the Wales MEP centre, 245 Western Avenue, Cardiff CF5 2YX.

About MEP and this advertisement

MEP, the Microelectronics Education Programme, is funded by the central education departments of England, Wales and Northern Ireland, to explore ways in which microtechnology can be used to extend and enhance the learning opportunities of all pupils.

This page is one of a series that MEP has paid for. In the TEs to help practising teachers and related professionals an opportunity to share their experiences in the application of microtechnology to their particular specialism.

We welcome comments and observations about what is written in these pages and these may, from time to time, be published. Write to: The MEP page, Elizabeth House, (9/12a), York Road, London SE1 7PH.

If you would like further help then your lead adviser is the first person to whom to write. We try and brief them with developments and in any case they will know of additional resources that you might find helpful or useful.

A wide range of educational software

is the computer for us?" asks an eager fourth former as he comes into the laboratory for his lesson. "Yes" replies the teacher wondering what will be the reaction. "EAT" comes the response with a whoop of excitement.

The present generation of pupils are certainly 'switched on' by the sight of a microcomputer. However, this response will not last for ever, and while it is here we have the opportunity to capitalise on it to teach our biology better.

It used to be true to say that the pupils (and the teacher) were doomed to disappointment when they tried to run educational computer programs. However, modern computers with high-resolution colour graphics and fast response time are far more satisfying to use and, over the last couple of years, many attractive programs have become available from a variety of publishers. So now is a very good time to start to use a computer in your own lessons, or to give it another try if your previous experience left you cold.

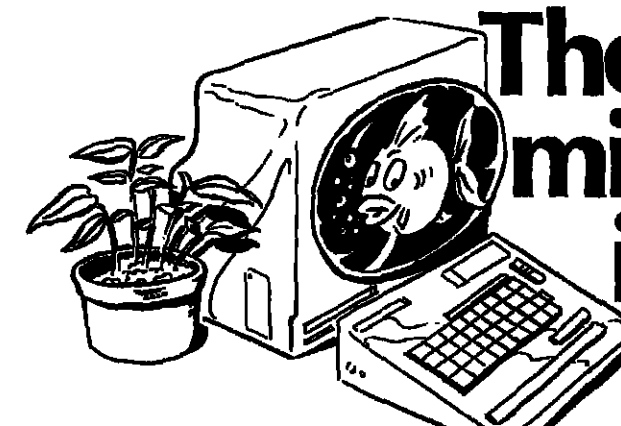
First find the right software. This is not easy when so little is available on 'sale or return'. There really is no substitute for getting your own hands on a program or being able to quiz a demonstrator about the details of a piece of software. But even when I have bought a program which I want to use it is about three years before I have really got to grips with it as a teaching aid.

This is because many programs are only suitable for one particular age group, and topics only come round once in a teaching year, so it is vital to be clear of one's aim in using the program. However, the lesson only really gets airborne when the pupils themselves get their hands on the computer.

A good example is the program Eye (Longman) which demonstrates the properties of the human eye. At first I need to teach the group what the program will do and which buttons to press to make it perform. Then I can stand back amongst the pupils and ask one of them to test the eye-sight of a computer-simulated subject, make a diagnosis, prescribe the corrective lenses and see whether the spectacles actually work. This soon becomes a joint investigation as criticism and advice is offered to the 'optician'. Furthermore, I can ask the onlookers "what do you think?" to involve them in the exercise. There is plenty of opportunity for hypothesis making and testing with such a simulation and all I need ask is "What could happen?"

With the Relationships program (BBC Soft) I can put a pupil in charge of malaria control in an area. With my own Biological Control (Warwick Sci-

ence Simulations, Longman) I can put a pupil in charge of a tomato greenhouse and see how well he can control it while using the parasitic wasp *Encarsia*. With *Physiological Simulation* (Hewlett-Packard) the pupil plays the role of the brain and tries to keep the body conscious whilst undertaking a variety of physical exercises. In each case, we all learn from the way in which the operator carries out their task and from the results of their attempt.



The role of the micro in biology

JFHewitson and Gordon Riley share their experience

Sometimes, the work on the computer is a very small part of the overall investigation. I find one of the best ways to use my Genetics programs (Warwick Science Simulations, Longman) is to ask each pupil to work through a worksheet, coming up to the computer at the appropriate part of their own individual investigation to collect the results of a particular genetic cross. My role is one of classroom manager, keeping a smooth flow of pupils through the computer and of assistant to those who have difficulty with the exercise. For every five minutes a pupil works on the machine, the worksheet may have to occupy them for thirty-five minutes of the machine (depending on the number in the group). Great care is required of me to write a worksheet which will permit this brief engagement with the computer.

With some investigations, and critiquing the model used by the computer, I have had fruitful discussions with sixth-formers about the Hardy-Weinberg equation in the program *Hardy-Weinberg* and the Lotka-Volterra equation in the program *Predator Prey* (both in Warwick Science Simulations, Longman), though I rarely find the model sufficiently explained in the handbooks.

For the analysis of data and the drawings of neat graphs (of all types) I use *Ecosoft* (AUCBE, Hatfield). Used with *Wordwise* (Computer Concepts), this suite of programs is ideal for pupils to print their work for display or for project work. This new area presents tremendous possibilities.

Using the computer is not easy, but time spent on getting to know the programs and energy to put the teaching package together is amply rewarded. Programs alone rarely teach anything unless they are used with a teacher in control of the technology. However, it is a medium which can motivate our pupils, enhance our lessons and present new situations for investigation in our laboratory.

Dr J. F. Hewitson is teacher of biology at Oundle School, Oundle.

There can be few of us who have not been bombarded by the plethora of leaflets which attempt to seduce us into the purchase of yet another selection of educational software but in these stringent times I wonder just how many of us bother to take these 'attractive' offers.

The software catalogues are packed with titles which appear to cover every conceivable biological topic but with a typical price range of £10 - £25 one has

which is the most common eye colour? how many 15 year old girls are blue eyed blondes? Is there a connection between height and weight?

The last question can be graphically answered by asking for a scattergram of height against weight. Histograms can also be displayed. This simple example should indicate the possibilities that are available with the Quest package and a little imagination - we have just used it to produce an inventory of our physics apparatus, stored alphabetically of course!

Another product that I would recommend is *Ecosoft*. This has been designed specifically with ecology in mind but, once again, it is a data-handling package with considerable flexibility. The most impressive part of the package for me was the ease with which raw data gathered from a transect could be displayed as scaled kite diagrams for each species together with a land profile. Third year pupils working with data collected on a disused railway line had no difficulty with the programs and I feel sure the Sixth Formers would find it a real boon. On a simpler level it will also turn your data into pie charts, histograms or scattergrams either on screen or paper. This is a package that we have had for a relatively short time but initial results are very encouraging.

Keys and Quizzes
Two final programs that have a variety of uses are *Branch* and *Quiz*. The first of these is a simple, interactive program which teaches the principles of the dicotyledonous key. The user is prompted to enter a list of items, e.g. leaves, invertebrates, mammals, etc. and then required to devise ways of separating them by simple questions with yes/no answers.

Once the key is complete it can be used to identify the specimens and any ambiguities soon come to light! This program was originally intended for primary pupils and is therefore very easy to use, all pupils agreeing that it was a help in their understanding of how keys work.

The final recommendation is for a two part package which allows the creation and subsequent use of short, multiple choice objective tests. *Mquiz* enables the user to enter up to 10 questions, each with up to 4 answers, and to assign the correct answer. *Quiz* then allows the pupil to load the question and answer files and to work through the test. A final mark is awarded and incorrect responses are pointed out. Some may criticise its use but my examination classes found it an excellent revision aid.

So there we have it. Four programs or packages, each supremely flexible with their use limited only by your imagination. If you have yet to venture into the use of computers in your teaching then you could do a lot worse than choose these four titles as your 'starter pack'. In total they will cost under £50 and if you are lucky you may find them already in use in your school!

Gordon Riley is Head of Biology and Director of Information Technology at Comberton Village College, Cambridgeshire.

*Quest & Ecosoft are available from AUCBE, Endymion Road, Hatfield, Herts, AL10 8AU. Cost: £27 & £20 respectively.
*Branch is published by the Microtechnology Advisory Service, Oxfordshire County Council, Macclesfield House, New Road, Oxford. Many leaflets have copies for sale in their schools. Cost: £9.00 (RML 3802/4802 disc).
*Quiz & Mquiz are part of the MEP Microprimers Secondary Collection Pack 1, and is available from Tecmedia, 5 Granby Street, Loughborough, LE11 3DU. Cost: £9.00 (BBC cassette). £12.50 (RML 4802 disc).

Monitoring and controlling experiments

It is encouraging to find the increasing prevalence of a computer in a school science department. Although its main role is still to run programs, eg those which allow the simulation of impractical experiments (extreme rates of reactions, pond pollution) more recent-

ly its ability to interact with the real world enabling the monitoring, and/or control of a given environment is being utilised. Some of the uses of a computer in this area are highlighted below. A recent publication from RESOURCE² explains clearly and simply how one

can set about using the BBC micro-computer for the purposes of control. The ideas suggested above have in fact been combined to control the environment within a school greenhouse.

The use of such monitoring/control techniques in school biology lessons is the subject of a research project at Sheffield University and if you'd like further information on this or any other aspect of this type of work, please do write (with an a.s.e.).

¹Bell, D., et al. (1983) *Microcomputers and biology teaching*, School Science Review 65, 231, p. 235.
²Wellington, J., et al. (1985) *Children, computers and the curriculum*, Harper and Row, p. 191.

³Spivey, G., et al. (1985) *Computers and control: the MEP Curriculum Project*, South Yorkshire and Humberside Region.
⁴Dr Clive Dipe, Education Department, Arts

MONITORING IDEAS

- pH
- Light intensity
- Temperature
- Humidity



USE OF MEASUREMENTS

Recording pH levels, graphical display, controlling pH by activation of hydraulic valves

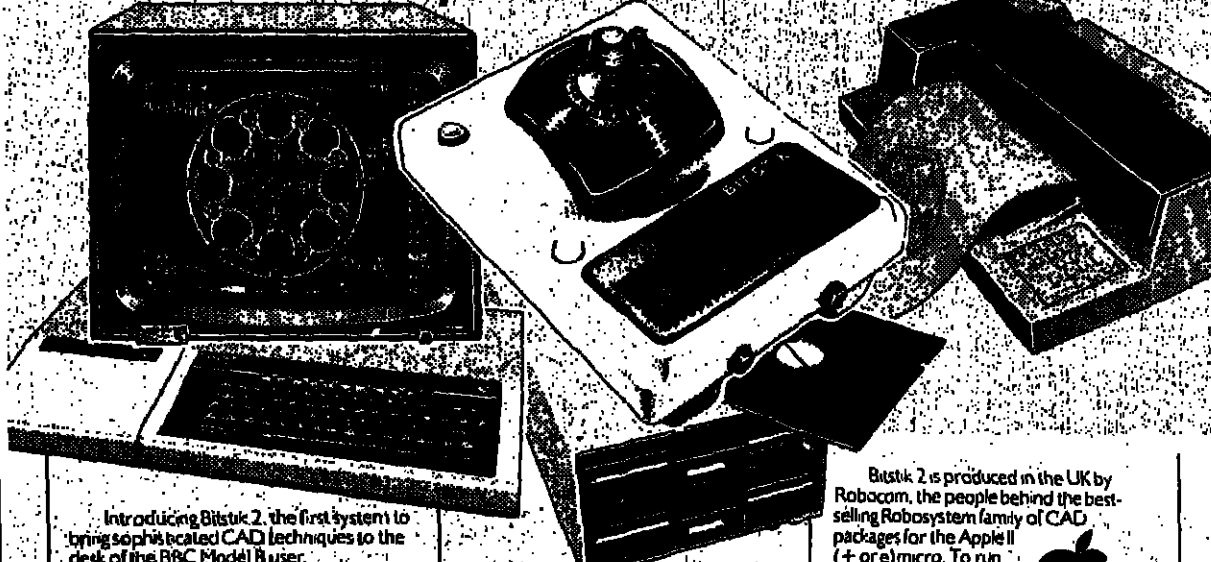
Measuring/display of rates of reactions which involve light changes, controlling light levels or hours of light.

Display of cooling curves, controlling environments.

Control of the percentage of

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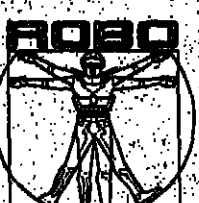
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Why teachers must take on a real-life role

by Sarah Bayliss

Primary teachers of the future should see themselves as professional consultants with a wide knowledge of local people and resources, not simply as classroom practitioners.

Giving the ninth Christian Schiller memorial lecture, Mr Arthur Razzell, a county adviser for East Sussex, said that for too long teachers had put all their energies into communicating with pupils.

This had resulted in public and parental ignorance about education and in a tragic waste of resources outside school from which children might have learned a great deal.

More and more teachers were sharing their professional knowledge with parents and some schools were broadening the curriculum through the world outside. But, "we need to get outside the building more often and we need to bring more adults into the building to share with us, the professionals, in the education of the nation's young."

He cited his experience as a young teacher in the 1940s when the London County Council, under the influence of Herbert Morrison, issued every teacher with travel vouchers to help them explore the capital with their pupils, free of charge.

"That sensible use of a resource has long been abolished and I lay part of the blame on teachers."

It was "crazy" that commuter trains to London ran empty outside the rush hour while children from his local village school found it cheaper to hire a coach to visit the British Museum than to go by train.

The role of the educational pioneer today was no easier than it had been in the 1950s. "So many parents and governors and members of society-at-large would like a return, if not to Victorian values, then certainly to the fantasy world of their own schooling, when they were young, and bliss it was to be alive!" His own education had been an "incarceration" where the main difference in the daily routine seemed to be "what we read in one type of book and wrote in another type of book".

Later, in 1956, he went on a one-year junior education course, devised by Christian Schiller, who was then a senior lecturer at London University's Institute of Education.

He went pond-dipping with John Coe, Len Cowce and half a dozen other teachers who were to become Schiller's disciples and leading figures in the primary world. Arthur dipped his net and for the first time in his life saw a caddisfly larva.

Christian Schiller, he said, had taken simple truths about young children and their schooling and presented them with such freshness and personal insight "that those who heard him were made aware, often for the first time, of the true nature of the teacher's role in the growth and education of the young".

Schiller, a mathematician and former HMI, died aged 80 in 1976, and an annual reunion of his students became a conference with memorial lecture to celebrate his life and work. This year, more than 170 teachers attended the lecture at Goldsmiths' College.



Arthur Razzell: pond-dipping

Presenting some of Schiller's thoughts, Arthur Razzell said good teaching depended on an understanding of how children learned and an appreciation of how different each child was from another. Good teachers organized their teaching accordingly.

But his observations around the country suggested that in far too many cases schooling was still essentially bookish and instructional rather than "participatory". An inordinate amount of time was spent in primary schools "encoding and decoding" the printed word.

"Most of the pupils when they leave school will rely more on visual images and the spoken word than on the book. Just as most of us do in the world outside school."

Classroom pressure warning on under-fives

The National Association for Primary Education has written an open letter to all education authorities saying they should seriously question early admission of four-year-olds to primary schools unless they are prepared to make resources available.

Following a statement of concern last week by the Pre-School Playgroups Association and the British Association for Early Childhood Education, NAPE has said it wants to encourage good practice in the education of four-year-olds where it exists.

There is widespread concern that children are being offered an education unsuited to their age and that they are suffering stress as a result of the hurly burly of the playground and classroom.

Among its prerequisites for provision NAPE says:

- staff-pupil ratios should be based on nursery regulations;
- the curriculum for four-year-olds should be centred on learning through play;
- admission should be staggered and part-time places should be offered;
- pressure to accept a place should not be put on parents on the grounds that a school place might not be available at a later stage.

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'Too little, too late' caution on smoking

Education about the health risks of smoking should be given a high priority in all schools, but especially with top junior pupils aged 10-13.

According to the journal *Education and Health*, smoking education is "too little, too late". Most taken up in secondary schools in the 14-16 age range. "However, we know that the 10-11 age range that attitudes and behaviour towards smoking are formed."

A national survey of 20,000 pupils by the Health Education Council's Schools Health Education Unit, also produces the journal, showed that at the age of 11, 5.6 per cent of boys and 3.8 per cent of girls described themselves as "smokers".

Numbers rose fastest at the age 12, 13 and 14 and by the fifth year, secondary school one quarter of pupils, girls and boys, had been smokers.

A study of schools by health education officers in West Sussex, found among 140 primary schools 140 apparently free of tobacco education. The abuse of alcohol and drugs was covered by even 10 primary schools.

Road safety and dental care were the two most common health topics tackled and this was reflected by availability and use of oral speakers.

The officers from West Sussex go on to state that while some schools have teacher co-ordinators for health education, few schools - primary or secondary - have a comprehensive health education programme. Teachers in-service training and should be much more use of material available from the Health Education Council.

Education and Health - journal of the Health Education Council School Health Education Unit, is available five times a year from the University of Exeter, Haverhill Road, Exeter.

NEWS

Science re-think urged by Royal Society

by Lynn Richards

An end to the exclusive study of either arts or sciences, even at university, is being called for by the Royal Society. It is one of many changes urged in *The Public Understanding of Science* published by the Royal Society last week.

The report condemns the depth of specialization in A level courses and calls for a broader range of subjects to be taken at a less intensive level. Education for those over 16 is described as "appallingly narrow" and the impossibility of covering "some reasonable combination of arts, science and humanities" in A level courses is deplored.

It also calls for the teaching of statistics, including the ideas of risk, uncertainty, ratios and variability, to be included in all science courses for all pupils.

Science courses should get greater priority in primary school, it says, and in-service courses should be more than optional extras for the enthusiasts.

Teachers need direct experience of industry and commerce, and methods of getting it, such as fellowships and secondments, need encouraging.

The exchange of teachers into industry and industrialists into teaching is

important to increase the relevance and excitement of school science. This advice for better public understanding of science is backed up by a list of recommendations for bringing it out. Better resources and extra sources come first, and priorities are then "a proper supply of good, dedicated science teachers at all levels..." But the committee says that their own colleagues may not be persuaded about the value of broader post-16 educational approaches and says that persuading universities are advised to introduce ways for students to benefit from experts in subjects outside their own.

The report follows a two-year study by a group of scientists and scientists chaired by Dr Walter J. Borrie. It has followed its own advice and the media and has issued a summary report and a four page summary. Media is asked to produce more features and programmes on science subjects and to incorporate science implications in quality and science request that the quality and science children's science broadcasting be maintained.

The Public Understanding of Science Royal Society, 6 Carlton House Terrace, SW1Y 5AG; £5.90.

End to classics conflict

Three London theatres have joined forces to make sure their productions of the classics do not clash this year and to provide a wider variety of plays for budding O and A level students.

The three - the Young Vic, the Lyric Theatre, in Hammersmith, and St George's Shakespearean Theatre in

Tufnell Park - unveiled plans this week. St George's will be producing *Midsummer Night's Dream* and *A Midsummer Night's Dream* in 1986, the Lyric will produce *The Taming of the Shrew* and *The Merchant of Venice*, and the Young Vic will produce *The Taming of the Shrew* and *The Merchant of Venice*.

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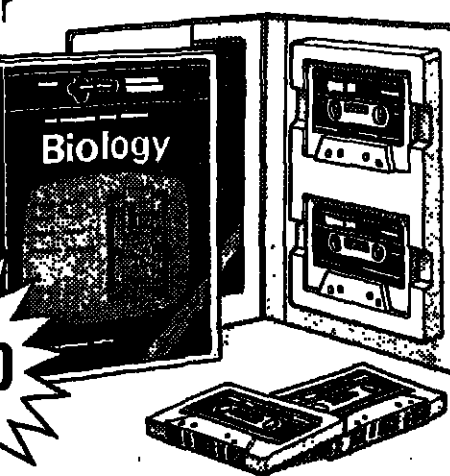
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Iola Smith reports from the British Educational Management Administration Society conference in Pontypridd

'Tories failing to achieve educational goals' - Kinnock

The Government is failing to achieve its educational objectives because of its unwillingness to provide adequate resources and its reluctance to negotiate with teachers and local authorities, Mr Neil Kinnock said last week.

The Labour leader reminded the British Educational Management and Administration Society conference in Pontypridd that the Government's three principal aims were to extend parental power, reform the curriculum, and raise standards.

It was, however, a fallacy to think that parents could now choose their children's schools, Mr Kinnock said, since only a third of the 10,000 admission appeals that parents had made since 1982 had been successful.

In any case, parental choice was meaningless without more resources to even out the disparity between schools in rich and poor neighbourhoods, he said.

Curriculum innovation was also impossible, without supportive investment. The success of reform depended on high teacher morale, adequate equipment and in-service training. But "the Government has only taken commitment to in-service training" and Technical and Vocational Education Initiative money was only available in some authorities, he said.

Mr Kinnock agreed that the philosophy of raising standards and getting a good return for investment was sound. But the Government approach was flawed because "they are not investing



Neil Kinnock: degree of parental choice exaggerated

enough, and won't get a return until they do."

He harshly criticized the cuts in remedial provision and insisted that "resources could change the standard rhetoric into reality."

Curriculum-led examination reform should also be a priority, to erase the class distinction between vocational and academic subjects, he said.

The curriculum needed to be modular, rewarding achievement and stimulating more effort, and thereby ensuring higher standards.

In response to questions about the teachers' pay dispute, Mr Kinnock said: "Eight to nine per cent is a fair starting point - and payment should reflect that education determines whether the economy will succeed or fail in future."

Parent bodies seek Whitehall funding

Parent power, the growing influence of the Manpower Services Commission and the curriculum as a marketable commodity were the main issues on the agenda at the conference.

Mr James Hammond, chairman of the parent-teacher associations of Wales, said that heads and teachers should welcome parents to school, explain school aims and objectives and discuss homework policy.

Parents were making inroads, by listening to children reading in primary school and by becoming members of governing bodies. Yet he doubted if a parent would be elected chairman of the governors.

Parents should have a statutory right to form home-school associations and parent bodies should be funded by central government, he said.

Mr Hammond criticized the PGCE and initial training courses for not placing sufficient emphasis on home-school co-operation.

Increasing vocationalism in schools was questioned by Dr David Muffett, the chairman of Hereford and Worcester education committee. Learning to learn was more important than learning skills which could soon be rendered obsolete by increased technological advances, he said.

Cuts in other sectors such as school meals and transport could pay for more teachers and a wider curriculum. In Hereford and Worcester this policy has led to 30 extra teachers in secondary and middle schools with another 100 in primary schools this year, Dr Muffett said.

Mr Bernard Pearce, assistant director of the MSC in Wales, admitted that some educationists felt the MSC had too strong an influence on the curriculum. "The interface between education and training is becoming increasingly blurred," Mr Pearce said.

FE colleges should provide training suited to the needs of employers if

Britain is to catch up with her competitors, he said.

"What we must have is a system that is able to put the needs of the customer first: a system that is relevant, flexible, accessible and all round effective."

He commended YTS and TVS examples of educational-industrial operation, but felt that closer co-operative procedures, such as long-term development plans, should be negotiated at area level between the local and national authorities.

But Jack Mansell, of the Full Education Unit, saw the MSC's power as the outcome of "an experiment strategy related to the public spending and making the education service more cost-effective."

He supported many of the initiatives yet feared that job knowledge alone was insufficient to encourage students' intellectual development.

Three comprehensives threatened with closure

Three comprehensive schools are likely to close under a reorganization of Stockport's secondary system.

Mr Jim Hendry, the town's director of education, has begun two months of consultations with parents, teachers and governors.

Following the consultations the education committee will decide whether to keep six forms in all schools, to introduce a break at 16 in all of them, or to adopt a mixed system. Stockport is a "hung" council.

The education committee called for a

report from Mr Hendry because of worries about the comparatively small number of pupils in sixth forms. He reported that the last reorganization, carried out two years ago, had not gone far enough.

Whichever solution is adopted, it is expected that two of three schools - Brinnington, Davenport and Peel Mount - will close. It is also possible that Stockport school will become a tertiary college.

The reorganization is planned for 1987 or 1988.

More advisers call rejected

The Association of County Councils has rejected the DES notion that L.E.A.s could expand their advisory services at the expense of the teaching force.

The changes recommended in the joint L.E.A./DES statement on L.E.A. advisers could not be achieved simply

by shifting resources, Mr Arthur Harries, chairman of the ACC's Education Committee, said this week.

Even the maintenance of the advisory services at its present level demanded resources which could not be found by reallocating existing funds, Mr Harries said.

Pay dispute leads to loss of grants

Fifty-three schools in the North Eastern Education and Library Board region of Northern Ireland are to lose their financial support for any initiative currently affected by teachers' industrial action.

A significant drop in commitment within one school involved in province's 11-16 programme, taking part in a primary grant initiative, reported to the education committee, prompted a recommendation that support for initiatives should be withdrawn. The later accepted.

The chief officer, Mr Robert Hutton, explained that the success of the initiatives depended on 100 per cent commitment from schools. "If isn't that commitment from teachers involved in the development we can't somehow muddle through," he said. "The board could find other ways of using the money."

Libel warning on pupil profiles

by Susannah Kirkman

Failure to involve parents in pupil-profiling schemes could cause legal problems for schools, researchers warn.

They point to cases in the United States where angry parents took schools to court for invasion of privacy, arguing that teachers did not know anything about their pupils' characters.

Dissatisfied British parents could sue L.E.A.s for libel if they felt that teachers' comments on pupils' attitudes and character were inaccurate.

"Teachers will have to be accountable for judgements they make," said Ms Diane Fairbairn of the Assessment and Examinations Unit at Southampton University. To avoid confrontation it is important to win parental support for the new form of assess-

ment and involve them in its development.

Dr Patricia Broadfoot of Bristol University, one of the national evaluators of the nine Government-funded pilot profiling schemes, said: "The whole thing could fall on its face if we don't tell it to parents. If they don't feel profiling is valuable they will continue to press schools for traditional reports and to see exams as the only valid form of assessment."

Although some individual profiling projects outside the Government scheme have consulted parents, there are no parents' organizations represented on the central steering committee set up by the DES to monitor the nine pilots. Parents can express their views only in those schemes which have local validating bodies represent-

ing employers and school governors, who may be parents as well.

In theory profiles should be the result of years of careful observation by teachers, who should take into account what pupils say and feel. But Ms Fairbairn's research into four schools which are developing profiles shows that these aims may be hard to achieve.

Many teachers support the profiling principle because they feel that profiles provide a much broader picture of pupils' achievements. But they are also overburdened with other curricular and assessment initiatives and do not have time for the pupil counselling which accurate profiling demands.

Teachers also lack confidence in their ability to cope with the new requirements of profiling, which in-

clude discussing assessment with pupils on an individual basis.

And there is little effective in-service training available to help teachers, says Ms Fairbairn. One teacher involved in a DES-funded pilot scheme described profiling meetings with staff from other schools as "the blind leading the blind and everyone fishing around in the dark".

Conditions in most schools are not conducive to accurate profiling, Ms Fairbairn argues. "Schools are geared to large class sizes, didactic teaching within subjects and limited individual choice. Success is largely measured in terms of exam passes," she said.

Ms Fairbairn thinks that schools need more time and resources to develop profiling if it is to fulfil its potential.

Swann voices fear of 'ghetto' schools

by Bert Lodge

Fear of a sudden flood of Muslim schools was the reason why the Swann Committee felt unable to recommend the establishment of separate denominational schools, according to the committee's chairman, Lord Swann.

Speaking in Liverpool last week at the annual conference of Church of England Secondary Heads, he explained: "We felt they would be divisive and lead to ghetto schools."

"We were also uneasy about how much of the teaching would be similar to that offered in the mosque after school hours, and we also thought they were not compatible with the attitude to religion in contemporary society."

Lord Swann said the committee had been ready to provide £250,000 for a re-schools had been suggested to the

committee. But such a proposal would certainly lead to a major row.

Acknowledging that the underachievement of some ethnic minorities had still not been explained, he said he had reservations about both racism awareness courses and multicultural education.

"While not saying racism awareness courses are no good at all, we are far from satisfied that they are very effective," he said.

"As for multicultural education, it is a rather over-worked word. Geography and history were considered suitable, then somebody on the committee asked about science. I pointed out that a lot of modern science was multicultural. What could we do about that?"

He thought possibly the most significant achievement of the whole report was to demolish the myth that underachievement could be traced to a genetically low IQ factor. Research commissioned by the committee showed that IQ was not wholly reliable because it varied so much according to socio-economic status.

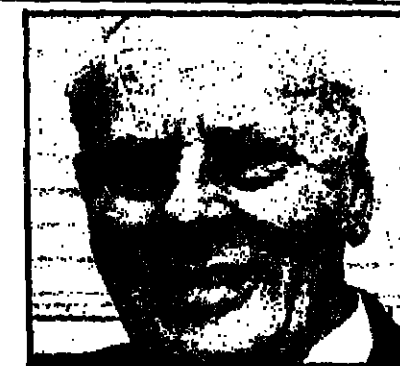
Something like 50 per cent of black underachievement was due to poorer than white socio-economic status, involving racial discrimination in housing and employment.

At the same time, Asians were doing as well as whites, despite a generally lower socio-economic status. Something is helping them to overcome it.

"As to the 50 per cent of underachievement still unexplained, we should be wary of looking for a single

cause," Lord Swann said.

Lord Swann said the committee had been ready to provide £250,000 for a research project into the factors leading to success and to failure among black Asian and white pupils, but some black activists heard of this and objected on the grounds that it would denigrate West Indian culture.



Lord Swann: single cause cause," Lord Swann said.

Lord Swann said the committee had been ready to provide £250,000 for a research project into the factors leading to success and to failure among black Asian and white pupils, but some black activists heard of this and objected on the grounds that it would denigrate West Indian culture.

Ulster plan to integrate

by Carmel McQuaid

A £4 million scheme to provide 22,300 integrated nursery, primary and secondary school places was launched last week by the Belfast Charitable Trust for Integrated Education (BELTIE).

It will take over segregated schools which have been closed, rather than requiring new buildings, and will aim at a 50:50 Catholic-Protestant ratio among pupils, teachers, and governors.

Two new primary and secondary integrated schools have started this term, and BELTIE plans to have two more ready to open when these become eligible for state subsidy.

Along with Lagan College, the scheme would give the province a nucleus of six integrated schools, which would continue to expand as the state assumed responsibility for the most recent ones.

Ms Jo Mulvanny, development officer, said: "Since successive opinion polls have shown that about two-thirds of both Catholic and Protestant want integrated schools, we have no doubt but that the places will be filled as quickly as we create them."

In the 1990s, the focus will switch to existing schools where BELTIE plans to integrate one in four, particularly those grammar schools which now accept a handful of pupils from the other tradition - but do not make any concession towards culture or religious education. Assistance could mean providing a salary for an extra Catholic teacher to give religious instruction in a Protestant school.

A programme will also be set up to inform parents, schools and educationists of the aims of planned integrated schools. A budget of £30,000 has been set aside for a series of seminars to promote parent-teacher involvement.

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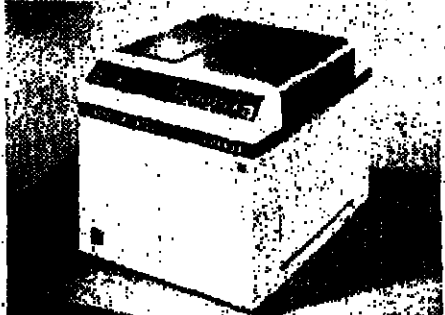
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Frank Pedley assesses Manchester University's innovative Board of Part-Time Education

Putting together a degree as the pieces fit



Manchester University's education precinct, and, inset, Keith Drake, proceeding with stealth.

Manchester University's reputation for sound, untrammelled scholarship without gimmicks means that new ideas have to be questioned, thoroughly investigated, and subjected to a line-by-line scrutiny before they see the light of day.

For example, Professor Mark Richmond arrived from Bristol five years ago to become Vice-Chancellor and at once provided the impetus towards a more intensive service for the geographical area served by the university.

Spurred on, no doubt, by the success of his near neighbour at Salford, the Vice-Chancellor launched the idea of a Board of Part-Time Education and, after much consideration, the office emerged last autumn. But everyone is at pains to emphasize that it is an

office, and not a department, acting as honest broker rather than as provider in its own right.

Keith Drake, a former Newcastle-under-Lyme grammar school teacher who served his time at Liverpool University in the Department of Education, was plucked from his lecturing post to take charge of the office and get the operation under way.

A general without troops must proceed with caution, if not stealth, so it is not surprising that the programme of courses which emerged last May was confined to those faculties which showed an initial enthusiasm for the part-time idea. All 10 faculties were approached, but only four took the bait - arts, technology, education, and economic and social studies, offering 11 programmes in all.

A tight schedule meant a decision had to be taken to go either for a limited start this year, or to hope for a grander beginning in 1985. There was little time for publicity for 1985 but in the event there were more than 1,800 enquiries, which led to 176 applications.

About half already met the university's normal requirements for entry. The rest will shortly take the mature students' entrance examination which is a relaxed and humane affair designed to find out if a person can cope with the demands of a university course.

The most popular single course, with 30 takers, is in economic and social studies. But two courses in nursing with 50 students between them, give a distinctly vocational twist to the programme. The university's international reputation in nursing practice, research and education has interested many who wish to combine their work with a degree course.

Education has attracted more than 20 students, most of them practising teachers, while history, literary studies, theology, and the history of art bring up the rear. Three courses have failed to attract an adequate response - American studies, language teaching, and adult and community education, but they will be offered again next year.

Although the university has no minimum class size, it feels that a group must be educationally viable.

For the same reason a firm attitude has been taken to flexible methods of study. A programme of 10 modules must be successfully pursued resulting in credits to obtain a BA or BSc and a further three are needed to convert the degree into Honours. A student who decides to take two modules each year would complete the degree course in five years, and Honours in seven. This would mean twice weekly classes of two or three hours, either daytime and/or evening.

A switch to full-time study is a possibility and credits for earlier study may be given, though no commitment has yet been made to admit students

from Manchester i.e.a.'s image. Open Access courses, solely on basis of their performance.

Four academic staff members advise students on their careers, led by the senior adviser, Dr J. Powell. Mature, full-time students also be urged to attend the "study" course provided by the mural department before the study year, although summer school, Open University lines, are not incorporated in the programme.

But Keith Drake stresses that part-time programme must be as a credible alternative to full study. For this reason, he is (suspicious even) about degrees which are negotiated between student and tutor - they may happen in course, he feels, but only on the basis of a coherent self-chosen programme taken from what has already approved.

Approved courses include and which are new both in content and method. Literary studies, for example, will have a new foundation module which is designed to give a sense of what follows.

However nine-tenths of those who originally expressed an interest in the new-type degrees have not yet turned themselves into live students, yet no one has looked in. Financial constraints might be reason, given that the responsible education authorities to request grants has varied from enthusiastic outright rejection. But the opinion those who fell by the wayside could be of use in future planning, and experiences of other universities in the field, such as Birkbeck and the Smiths, are so different in some kind from Manchester as to be directly relevant.

Like many new developments, a venture could in some ways be a throw-back. In the middle of the century, Owens College, the runner of Manchester University attracted part-time students in numbers of them in industrial (try), and the earliest professors appointed with a salary based on a share of the fees provided by evening seekers after knowledge. The trick, which the university aims to perform in its strategy, is to return to its roots in a sense of making more positive provision for the people of the north while at the same time preserving extending its national and international reputation for distinguished scholarship.

The development of a planned programme of "degrees by degree" slogan adopted for its part-time study will involve a balancing act to achieve both those objectives and must be in that context. But the time is ripe for a development of this kind, and a community force to support it seems likely that what Manchester is doing this year will be followed by others next year and beyond.

More children of skilled workers enter university

by Biddy Passmore

Some signs that the social make-up of the university student population might be beginning to shift appear in new figures from the Universities Central Council on Admissions (UCCA).

They show that last year, for the second year running, there was a drop in the percentage of applicants from professional backgrounds, while the share of those from skilled and partly skilled backgrounds increased.

But there was no movement in the proportion of candidates whose parents were in "intermediate occupations" and the proportion of those from unskilled remained tiny, at 1.3 per cent.

Candidates from the higher social classes were more successful at getting a place because they obtained better results at A level. If candidates of similar performance at A level are compared, the apparent class bias largely disappears.

Applications for university places rose slightly last year, as a small drop in the number of home candidates was

Social class	Percentage of candidates				Percentage of acceptances			
	1982	1983	1984	1982	1983	1984	1982	1984
Professional	21.7	21.1	19.5	23.9	23.5	22.1	22.1	22.1
Intermediate	47.8	47.3	47.3	48.0	48.4	48.2	48.2	48.2
Skilled non-manual	8.8	8.4	10.6	8.1	8.7	10.1	8.7	10.1
Skilled manual	13.9	14.0	14.1	12.2	12.4	12.4	12.4	12.4
Partly-skilled	6.9	6.9	7.2	4.8	6.0	6.2	6.2	6.2
Unskilled	1.1	1.3	1.3	0.8	1.1	1.1	1.1	1.1

more than offset by a substantial increase in those from overseas.

Home applications fell by 0.3 per cent, from 157,000 to 156,000, while overseas applications rose by about 9 per cent, from 15,700 to 17,200, giving an overall increase of 0.5 per cent over the previous year. Among home candidates, the number of men declined while that of women rose.

Statistical supplement to the 22nd Report 1983-84, available price £3 from UCCA, PO box 28, Cheltenham, Glos GL50 1HY.

OL50 1HY.

A headline on page 3 of our September 6 issue suggested that the take-up of university places had been slower this year than last. In fact, while universities have reported slightly more vacancies for clearing than last year, the number of candidates placed by the end of August was also greater than at the corresponding date in 1984, partly because Glasgow and Strathclyde are full participants in UCCA for the first time.



At best, librarians act as guides for the enquiring mind.

School librarians urged to be teachers at heart

by Mike Durham

Somerset County Council, which three years ago was sharply criticized by HM Inspectorate for its education provision, is proposing to spend an extra £3½ million on education next year.

A development plan, *Education for the Community*, has been approved by a schools subcommittee of the Alliance-controlled i.e.a. and will now go to the full council.

Its main proposal is to create 107 new teaching jobs, at a cost of £900,000, to bring the pupil-teacher ratio up to the level of other i.e.a.s in the south-west.

Capitation will be increased by 5 per cent in real terms, at a cost of £90,000. The i.e.a.'s provision of books and class sizes were the two points most criticized by the Inspectorate.

Other proposals include spending £135,000 to enhance supply cover for in-service training and £100,000 to introduce continuous assessment and pupil profiles.

Voluntary and arts organizations will receive an extra £300,000, special education for over-16s an additional £100,000, and expansion of the Youth Training Scheme will take up £500,000.

Last year Somerset made a £1 million cut in its education budget despite HMI's criticisms. The Conservatives lost control of the county in the May election to be replaced by the Alliance.

School librarians should be teachers at heart, not librarians or information officers, Mr Christopher Price, former chairman of the Commons Select Committee on Education, said at the weekend.

"The school librarian's role is more than that of an information officer," Mr Price declared. "It is to turn a love of information into a love of books."

School librarians should play a proactive rather than a reactive part in children's education, he said. At their best, they acted as guides for enquiring minds through the parts of school which gave children scope to follow their imagination and delight - "the spaces in the hard curriculum".

Mr Price, formerly a Labour MP and now co-director of the South Bank Polytechnic, was giving the Cecil Stott Memorial Lecture to the School Library Association, meeting in Canterbury.

He suggested that school librarians could also concern themselves with children's writing, with the help of word processors.

"What puts most people off writing - whether creative or otherwise - are the crossing out and the mess," Mr Price said. "The word processor is a quantum leap in the process of turning messy pieces of paper into creative writing."

Union seeks 'secret files' inquiry

by Hilary Wilce

Teachers in Lancashire are calling for an urgent review of promotion and appointment procedures in the wake of an extended industrial tribunal hearing which revealed in detail how senior staff are selected.

Evidence placed before the tribunal panel showed that advisers wielded crucial influence in the choices made by appointing panels. It also showed that Lancashire keeps "secret files" on teachers who have sought promotion: these note their performance at interview.

The evidence emerged at a sex discrimination case hearing, after a Lancashire deputy headteacher, Mrs Vera Chadwick, complained of sex discrimination and victimization. She won one case of sex discrimination and two of victimization.

Mr Ray Holden, the north-west regional official for the National Association of Teachers in Lancashire, said the evidence confirmed the widespread suspicions of teachers, "but it is the first time education officers and elected representatives had given evidence under oath about this."

Women Teachers, who was at the hearing, said the evidence confirmed the widespread suspicions of teachers, "but it is the first time education officers and elected representatives had given evidence under oath about this."

It underlined the "unreasonably great influence advisers are in making or breaking people," he said. He has now sent a report to the national leaders of the NAS/UWT on the issues raised by the case.

Mr Dick Greenfield, NAS/UWT national executive member for Lancashire, said the union would be raising the question of promotion procedures and the power of the advisory with the education authority. "What we want is an open system of assessment and promotion that everyone understands and is properly administered," he said. "We are saving that

person is told the context. We don't want the sort of secrecy that goes on now."

Mr Greenfield said that in the course of the tribunal hearing, Mrs Chadwick's confidential report was compared favourably with that of an unfavourable report on an identifiable colleague.

"He was the casualty in this case. Yet, up to then, that individual thought he had a good 'confidential'." The evidence showed that both county advisers and district education officers give advice about the respective abilities of candidates who have applied for posts.

Councillor Josie Farrington, Lancashire's Labour education chairman, said she would be happy to meet local teacher associations to discuss these points, but no such meeting had been

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Swim-ban 'not unfair'

The decision by Labour-controlled Nottinghamshire to exclude children at independent schools from using council facilities was not maladministration, the local Ombudsman has found.

A local parent had complained that the ban, which covers facilities such as playing fields and Saturday morning music schools - and was to have covered swimming pools - was "overtly political, vindictive and unreasonably biased".

But Mr Pat Cook says in his report that, while unfair discrimination can constitute maladministration, the fact that discrimination stems from political motives does not necessarily make that discrimination unfair.

Full information had been available to those taking the decision; existing commitments to individuals had been honoured; the policy had been mod-

ified to take account of poor short-termings, and no legal duty had been added.

Mr Cook's opinion is in line with a ruling by Sir Keith Joseph, the then Secretary, earlier this year, that the council had not acted "reasonably". Sir Keith added, however, that he believed the council's co-operation between the main and independent sectors was written into the Education Act.

Local Tory MPs asked the Education Secretary to intervene in the case, after it was revealed that the schools affected by the ban had been closed for autistic children. The schools would no longer have had free access to a swimming pool.

After a public outcry, the ban was lifted. The schools had been closed down from this decision.

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Inspectors seek new blend for cookery lessons

by Susannah Kirkman



A curriculum objective... to allow 14-year-olds to prepare meals with less fat and sugar

Home economics teachers should make radical changes to their cookery lessons, suggests HM Inspectorate in a paper published last week.

Pupils should be learning how to cook fresh vegetables and jacket potatoes, and should be able to make brown bread rather than sponge cakes, the paper says.

Home Economics from 5 to 16, the latest in the Curriculum Matters series, stresses the importance of learning about good nutrition. One of the objectives for 14-year-old pupils is to plan and prepare a meal with reduced fats, sugar and salt and increased fibre content, while seven-year-olds should be encouraged to eat more healthily at lunchtime.

The paper says that the three main areas of home economics—home and family, nutrition and food, and textiles—should be more closely related, "to provide a balance of experience for pupils, and to reflect the reality of domestic life and the responsibilities of parenthood".

Teaching methods should encourage the development of pupils' critical and analytical skills and give them the ability to transfer knowledge and understanding from one area to another, HMI says.

Home Economics is also about developing values and attitudes, according to the paper. "Pupils should develop a consistent attitude towards others... concern for their welfare, a

wish to make them feel valued and a sensitive awareness of their feelings. "Work needs to emphasize the joint responsibility of the sexes in home and family matters so that both men and women have sufficient opportunity to continue their own personal development," insists HMI.

Pupils' increased scientific and technological awareness should make it possible for them to learn how to handle sophisticated household appliances and to understand how they

work. Computers could be used keeping information banks of nutritional information and applications, suggests the paper. And skills should be related to life. More emphasis is needed knowing how to set up house, owning the costs of renting or buying property, and comparing the quality of different goods, says HMI.

Home Economics from 5 to 16, Curriculum Matters 5. HMSO £2.

Dunn restates policy on sex education

Sex education must be taught without undue emphasis on the physical aspects, according to Mr Bob Dunn, Under-Secretary of State for Education.

In a letter to Mr Harry Cohen,



Harry Cohen

Labour MP for Leyton, he said that in the White Paper, *Better Schools*, the Government had outlined that it would expect to see sex education taught "within a moral framework".

He added: "I would see this as meaning that the physical aspects of sex should not be emphasized unduly, at the expense of fostering in youngsters a deeper and more soundly-based understanding of the responsibilities of parenthood and family life in general. "It is important... schools take full account of the maturity of the pupils (which may not always be adequately indicated by chronological age), and of their home background and cultural traditions."

Mr Cohen had written to Sir Keith Joseph pointing out that a World Health Organization report on teaching young people about family planning had recommended compulsory sex education for all pupils.

Dole boos for part-time courses

Unemployment has doubled the demand for part-time day courses in Inner London Education Authority.

Figures collected for ILEA's annual survey of part-time day courses, show that part-time day courses have seen the greatest increase in the number of participants. Such courses are popular with unemployed students, who are prevented by social security regulations from doing full-time.

A record number of adults expected to sign up for ILEA courses next week.

In 1983-84 nearly 400,000 Londoners were studying at ILEA colleges, institutes and centres. The polytechnic student numbers added, the figures rise to 460,000.

Learning Unlimited is available from ILEA, Room 59, County Hall, London SE1 7PB.

SHA appoint new president

Mr Rowland Brown, headmaster of Wycombe Royal Grammar School since 1975, has become the new president of the Secondary Heads Association. Mr Brown, who has been SHA's legal secretary for the past decade, first became a headteacher at the age of 33 when he was appointed head of King Edward VI School in Nuneaton, Warwickshire.

Poly degree guide out

A revised and expanded edition of the annual guide on polytechnic degree courses is now available.

The guide, *Survey of Polytechnic Degree Courses*, by Eric Whittington, gives a short description of each degree course at the 30 polytechnics, with details of course entry requirements, the number of places offered, number

of applications last year, and course structure, drop-out rates and subsequent employment of graduates.

It is available from Cambridge Consultants Ltd, 12-14 Hill Street, London SW1P 3UA, price £12.95, hardback or £9.95 in paperback, plus £1 postage.

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Mark Jackson on a plan to give l.e.a.s more control

Fabians propose new structures in training

A new Department of Education and Training to replace the Manpower Services Commission is strongly urged in a pamphlet from the Fabian Society, the traditional Labour Party think tank.

It argues that the department should organize training through the existing MSC area manpower boards, but that the boards should be accountable to local education authorities.

The author, Caroline St John-Brook, says the advantages of centralization which give the MSC immense power can be combined with local autonomy, so that speed and directness of delivery can be linked with local flexibility and accountability.

Funding for education and training would be channelled to the local authorities through the new department, which would earmark money for specific purposes under a system of consultation rather than imposition.

The pamphlet argues that while the Government's pre-occupation with vocational training has forced educators to think about what young people really need from school, there is now a danger that the pendulum will swing too far in favour of work-orientated skills. It says that the present government's attitude towards education is more characteristic of Iron Curtain

countries than of the western democracies.

A St John-Brook blames the last Labour Prime Minister, James Callaghan, for softening the ground for the attack on liberal education values. In his 1976 Ruskin speech he expressed anxiety about supposed failures by the schools to teach basic skills.

She says the speech weakened the position of the DES and its traditional partnership with the local authorities and lessened the influence of professional educators.

The Thatcher Government, she says, is exploiting the changed climate of opinion to divert attention from the real causes of unemployment to deficiencies in the education system.

"Schools, colleges and local authorities are experiencing unprecedented degrees of supervision (through the YTS, TVEI and MSC control of part of further education funding) in the interests of a Government policy in which they have little faith."

"For a government which promised to roll back bureaucracy and reduce government interference, this is a strange development," she says.

But instead of trying to turn back the clock, a future Labour Government should create a coherent education and training for the 14-19s which

would combine the ideals of education and "the mundane practicalities" of the Youth Training Scheme to bring about a fusion of the academic, the creative and the practical.

One way would be to adopt the approach set out in ILEA's Harveys report and organize pupils' studies into 10-week units, making work experience and training such units. The YTS, she suggests, would fit into this structure, providing units for the over-16s.

The combined education and training department, responsible for carrying out a coherent national policy for the 14-19s, would have its own strong representation on the ground with local and regional links.

A clear recognition is needed of the different interests involved: the politicians, the economy in the long and short terms, the education industry, the local authorities, the unemployed and the young people themselves.

At present, the other interests are being sacrificed to those of the politicians, the employers and the short-term economy.

"Now the stress must be on the high-quality training and education which is needed by young people and the economy alike," says Ms St John-Brook.

Edited by Mark Jackson

Uncertainty over new award

A question mark hangs over the new pre-vocational qualification for pupils at 16 which has been announced by the two main vocational examining bodies.

The Secondary Examinations Council, which has overall responsibility for all school qualifications, this week refused to commit itself to sanctioning the new award.

Sir Wilfred Cockcroft, the council's chairman and chief executive, told *The TES*: "There has been no prior consultation with us over the new award. Whatever has been announced must be conditional on our being able eventually to approve the curricula."

There is anger in the SEC and examining bodies that the two vocational boards, the Business and Technical Education Council and City and Guilds, have jumped the gun by announcing their plan for the new qualification while an SEC working party is still developing national criteria for pre-vocational courses at the request of the Education Secretary. Sir Wilfred says that there can be no question of approving the curricula

for the BTEC-CGLI courses until the criteria are established.

The timing of the announcement of the proposed qualification two years before its planned introduction is seen by critics as a tactical move by the two vocational bodies aimed at getting schools to start considering their award as an alternative to the new 16-plus in other vocational qualifications—and to make sure that it is on the list of technical qualifications being reviewed by a current Government inquiry.

Sir Wilfred, who shares the anxieties recently expressed by the Government's Further Education Unit about the "competitive free for all" which is developing between vocational courses, is thought to be furious about what he sees as an attempt to create a new hurdle to the unification of the examinations structure.

Both BTEC and City and Guilds, who first told *The TES* last year that they wanted to create a new structure of pre-16 vocational courses, are formally committed to co-operating in the moves to create a rationalized examinations system under the SEC umbrella.

Make learning a way of life

by Maggie Richards

Secondary schools of the future must adopt a policy of learning as a lifelong process, according to Mr Tim Brighouse, Oxfordshire's education officer.

Addressing a conference last weekend on recurrent education, Mr Brighouse said the development of records of achievement, currently being piloted within his own local education authority, was one means by which the school system could forge new links with continuing education.

Reform of the schools examination system, both through the implementation of the General Certificate of Secondary Education and the introduction of records of achievement, would contribute to this process, he told delegates at a conference organized by the Association for Recurrent Education.

Secondary schools were beginning to move away from the measurements of success in purely academic terms, and starting to take up the ethos of recurrent education, he said.

importance of boosting confidence, developing skills and encouraging self-motivation, rather than being subject orientated and tied to a strictly academic curriculum.

Other speakers, dealing with the Technical and Vocational Education Initiative and the Certificate of Vocational Education, urged delegates to think of such developments as agents for change in the school system, despite their vocational background.

For ARE the conference marked the association's first attempt to focus on issues at the school end of the education system. Delegates debated how continuing education practitioners could best support new initiatives at secondary school level and so encourage positive approaches to life-long learning.

The major issue in both sectors, it was felt, remained the need to engender a "love of learning" in order to establish a system of education which offered learning opportunities at every

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Pupils turned away as schools house refugees

SRI LANKA

DB Udalgama describes the effects of Tamil disruption

A million schoolchildren in the north and the east of Sri Lanka are estimated to have missed classes on the first day of this month because of racial tensions and violence.

Classroom disruption has followed in the wake of action by both Tamil militants fighting for a separate state and the security forces, who have been accused of indiscriminate reprisals against civilians.

Several hundred schools are occupied by refugees fleeing communal violence and more were closed on the first day of school when schoolchildren in the north and east joined in demonstrations organized by Tamil communities. This was in protest against the alleged killing by the security forces of civilians in Vavuniya in the north and the continued detention, without charges, of Tamil young people under the Prevention of Terrorism Act.

The protesters claim that the youths have been under detention for more than 18 months, which is the time limit allowed under the law.

Leading figures in the protest against the detentions are Jaffna Uni-



Aftermath of the fighting: A child sits in the rubble of what was once a home.

versity students who are fasting.

Another factor in the disruption for schools was the virtual shutdown of public transport in some areas both because of the protests and the lack of fuel, stemming from the hijacking of petrol tankers by militants.

In some areas classrooms were empty because teachers had fled from the violence and the education authorities had been unable to provide replacements. A number of teachers appointed to schools in these areas have asked the authorities to post them elsewhere.

The education authorities are faced

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Bias unchallenged for 14 years

CANADA

Lee McClean on a teacher sacked for anti-Jewish views

The negative side of enthusiastic teaching has been revealed recently in a Canadian courtroom.

Students of a former social studies teacher, Mr James Keegstra, were able to produce notes and cite points made in his classes more than three years ago.

The evidence was unwelcome because the teacher argued that a Jewish conspiracy to control the world had existed since AD 70, that Hitler had spirited 3.5 million Jews out of Poland in order to protect them, and was forced to suppress a revolt in the Warsaw ghetto, where 20,000 Jewish revolutionaries were killed.

Holocaust stories were invented as part of the conspiracy, he said, documenting his views with quotations from anti-Holocaust literature and from conspiracy writers such as Nesta Webster, a British writer from the 1920s.

James Keegstra taught in the same Eckville, Alberta high school for 14 years before a parent finally protested and an official investigation.

He was warned to stop teaching anti-Holocaust literature as fact and to offer a "more balanced course", but refused. He was fired in the middle of

the school year and immediately appealed to the courts, supported by two thirds of the students and teachers in the school.

The teacher who was brought in a take over Mr Keegstra's classes faced hostile audience. According to evidence given in court, his attempts remain neutral and teach the curriculum met constant challenges from the students who brought up the conspiracy theory.

The provincial court upheld a firing, and nine months later a teaching licence was revoked. Ten years after his firing he was charged provincial court with "wilfully promoting hatred against an identifiable group - to wit, the Jews". After a sensational four-month trial, the judge found him guilty. Mr Keegstra was fined £2,700 and announced he would appeal.

The trial had given him a forum to defend his beliefs, but it also revealed the extent of his influence.

Stung by the realization that one could teach this way so long without challenge, the provincial government mounted a multi-million dollar campaign to promote racial harmony and appointed a special task force to inquire into the case and to recommend a new high school curriculum (TES, July 26).

As evidence of the need for action, the Premier was forced to publish a reprintment two members of the legislative assembly who questioned the veracity of the Holocaust.

Turkish and Malaysian governments adopt different stances in facing growing Islamic influence in education

Sixty years of secularist republican rule have failed to wipe out traditional Islamic forms of education in Turkey. Indeed, these now seem to be on the increase under the conveniently blind eye of the Motherland Party government.

The past year has seen an increase of 10.5 per cent in the number of children attending recognized Koran courses, reversing previous trends. And an increase in the budget of the hitherto dormant religious affairs department has allowed for the construction of new school buildings and the appointment of 700 new teachers. Meanwhile, the Education Ministry has for the first time organized competitions in religious reading and writing.

But this could be just the tip of the iceberg. This summer's holidays have witnessed a revitalization of the unorganized, illegal sector, now believed to teach Islamic fundamentals and the reading of the Koran to far more young people than the state-approved schools.

These schools are hard to detect: they may be simple village houses, or they may be disguised as hotels, guest houses or summer camps. Windows closed, curtains drawn to prevent dis-

tractions from the material world, they are usually to be found in the vicinity of medium-sized towns.

While some are said to be bare and rigorously disciplined, others are plush institutions with wall-to-wall carpets and their own school bus services. Girls and boys are taught in separate schools.

Two rival sects - the "Nurcular" or "Suleimaniclar" - are suspected of being behind much of this activity. The former is also alleged to have a network of religious education by night schools, while the latter apparently has its own "university" (for educating teachers) in a Mediterranean resort of Antalya.

At the same time, Islamic influence is increasing in the normal day schools. Religion and morality have been made a compulsory subject in religious high schools and are becoming more and more available as an alternative to classical, technical and vocational high schools, and Education Minister M. Vehbi Dincelir is pursuing his campaign against the teaching of Darwin's theory of evolution.

Bernard Kennedy

Shunning non-believers

Fundamentalist Muslim claims are subverting the Malaysian Government's efforts to promote national unity, according to Datuk Abdullah Ahmed Badawi, the Education Minister.

He told a national religious seminar in Alor Star, that he had heard teachers telling Muslim pupils that it is *haram* (forbidden) to greet, accept greetings or socialize with non-Muslims. "These claims are ridiculous and I do not want to hear them any more," Mr Badawi said that he had spoken to the Prime Minister on requests for a separate, segregated education system for Muslims who are almost entirely Malay, constitute around half the population.

But, he added, "Education is for all". The idea of an education system "based on religion" would be unworkable.

The minister also denied claims

from Muslims that the government was "sanctified religious studies" in its schools. He said that the Government had improved Islamic studies in its schools by, for example, making compulsory for Muslims to study the religion.

Jawi classes have also been introduced to ensure all Muslim students can read and understand Islamic religious verses, he said. And in the review of the secondary school curriculum, the promised Islamic studies would continue to be emphasized.

Religious extremism in education has been a source of growing concern to the Malaysian government over the past few months. But a more serious debate is now beginning to take place, in itself, is a cause for concern among the predominantly non-Muslim Chinese and Indian-Malaysians.

Geoffrey Parkin

Bennett faces twin court threat

UNITED STATES

Bill Norris reports on claims that the Education Secretary violated the constitution

Mr William Bennett, US Secretary for Education, is being taken to court. In two related cases, one local and one national, he is being charged with violating the United States Constitution.

The action arises out of a Supreme Court ruling in July, in the case of *Agular v Felton*, that public school-teachers could not be assigned to provide on-site services to students in religious schools. It was, said the judges, a breach of the First Amendment prohibition of any relationship between church and state.

Mr Bennett has made no secret of the fact that he thoroughly disapproves of the Court's decision. But last month he went further: on August 15 he instructed the Education Department to issue guidelines to local education agencies, offering support to districts with good cause who wished to delay implementation of the ruling.

He also stipulated that any extra costs involved, such as supplying buses to bring the religious school students to an alternative site, should

come from the total funds allocated for helping needy children and not from those earmarked for the students involved.

The guidelines have enraged an organization known as Americans United for Separation of Church and State. In a case filed in the District Court of Washington DC, they are seeking damages from Mr Bennett, both as an individual and as Secretary, for wilfully failing to implement the decision of the Supreme Court.

They also want punishment for any school district which continues to supply on-site services at religious schools, which uses government money to buy property for the exclusive use of children attending those schools, or which deducts costs of implementing the Court ruling from the general allocation.

In the second case, the same organization has filed a suit in Kansas City, Missouri, charging Mr Bennett with similar alleged breaches of the Constitution in that state.

The Education Department has retorted that the lawsuits are "a diversion from the serious business of providing needy students with the educational services to which they are entitled in a consistent, sound way". It claims that it has been working with the states "to see to it that this mandate is fulfilled in a way consistent with the Court's decision".



Special stamp

A special stamp issued in the United States this summer commemorates "Public Education" - linked with the 350th anniversary of the Boston Latin School.

In the 22c value for domestic letters, its multicoloured design by New England artist Uldis Purins presents an eye-catching composition of objects on an old-time teacher's desk. These include a quill pen and holder and a sheet of ABCs for penmanship practice, together with a pair of spectacles - and an apple for the teacher.

Blacks abandon teaching

There was a time when the only way a black person in Mississippi could escape poverty and enter the middle class was to become a teacher.

But no more. Today blacks in Mississippi are abandoning teaching to take better-paying jobs in business.

According to a report released by Mississippi's Research and Development Centre, the drop in black student teachers "points to a crisis of alarming proportions." At present more than half the teaching force is black, but within five years there is expected to be a heavy white majority in the classrooms, and the report foresees public protests as a result.

Enrolment for education courses by both blacks and whites has dropped by about 40 per cent over the past year, but there were fewer blacks to start with.

And accompanying the decrease has been a high black failure rate on the competence tests necessary to enter the state's teacher education programme. Four times as many whites as blacks are taking the test, and eleven times as many are passing it.

Teaching, says the report, is not attracting quality students and it blames lack of respect for the profession, low salaries and absence of job satisfaction.

Black disenchantment with teaching in Mississippi seems to have begun with the Civil Rights Movement, when many college students became involved. But teachers, fearful of losing their jobs, did not.

Dr McGuffin concluded that the knowledge of nutrition and diet among primary pupils was extremely low and said their curriculum should include basic information about good diet.

He also recommended that all secondary pupils should learn about diet and nutrition and be encouraged to develop responsible attitudes towards their diet.

Dr McGuffin's findings were broadly in line with those of another survey by Pam Gillies and Susan Densen of Nottingham University. As well as greater nutritional education, they recommended the increased availability of "healthy" alternatives in school tuck shops to the items which adolescents normally consumed.

John Walshe

Premier sets his target for overseas students

JAPAN

Barbara Casassus examines plans for a big rise in college intake

If Prime Minister Yasuhiro Nakasone has his way, 100,000 overseas students will be enrolled in Japanese universities, technical colleges and other higher education institutions by the year 2000.

This massive increase from last year's figure of 12,400 is part of Japan's efforts to open up internationally and play a role in line with its status as the second largest economic power in the non-communist world.

Although internationalism in education has been advocated for many years, its importance has been recognized only recently and crops up frequently in the present debate on reform of Japan's education priorities and system.

Nakasone's plan dates back to his tour of Association of Southeast Asian Nations (ASEAN) countries in 1983, when he was surprised to find a dismal lack of interest in the possibilities of studying in Japan.

Issued by a policy document from the Ministry of Education, the target is to reach 40,000 overseas students by 1992 and 100,000 by the turn of the century, when the number of Japanese in higher education is expected to decline from its peak in the 1990s.

The slower increase during the first part of the plan period is to permit adequate facilities to be developed.

To achieve the goals, the Ministry recommends:

- More teachers capable of dealing with foreign students;
- Courses run in English, and short programmes for limited-stay students;
- Standard entrance examinations available abroad so that all students are assured of enrolment before arriving in Japan;
- An increase in information provided overseas, and Japanese language tuition both at home and abroad;
- An improvement in student accommodation, and help with subsequent employment.

Ministry figures show that 82 per cent of last year's foreign enrolments were from Asia and only 3.6 per cent from Europe, a ratio that is not expected to change significantly as the numbers rise. Half the total were undergraduates, while nearly half were reading humanities or social sciences and 21 per cent engineering.

The Ministry currently awards scholarships to 20 per cent of the overseas students admitted, at an overall cost of about 5.8 billion yen a year. It plans to boost the budget, but to cut the proportion of scholars to 10 per cent by the time the 100,000 target is met.

Until now, only a handful of universities have sought foreign students, while in other institutions, the few non-Japanese present "stand out like extra-terrestrial beings", according to a local newspaper editorial. This is something the Ministry also wants to change to avoid concentration in the cities. Moreover, whereas about 44 per cent of overseas students are now attending national universities, the intake by private and local government-run institutions should climb to give a ratio of 1:2 in 15 years' time.

Factors blamed for the limited foreign student population include

Japan's high living costs, accommodation problems, restrictions on the award of degrees, the insularity of Japanese society and most particularly, the language barrier.

Complaints have been loud and long about the difficulty of obtaining degrees, which are almost marginal in Japan and have been regarded more as a reward for professional achievement than as a licence to undertake research, according to one student counsellor, Ms Akiho Kurorwa, a foreign student counsellor at the Ministry financed International Education Association (IEA).

Foreigners wishing to qualify for university entrance must sit a Japanese language proficiency test run by the IEA in Japan and the Foreign Ministry-funded Japan Foundation overseas.

The requirements are stiff: 900 hours of study, 2,000 *kanji* (Chinese ideograms) as well as the two phonetic scripts, and a 10,000-word vocabulary. Tests were planned for various European countries this year, but the foundation could apparently only find an administering body in Düsseldorf.

"Negotiations with prospective co-sponsors have been very difficult, but we hope tests will be held elsewhere in Europe from next year", said Ms Kurorwa.

Postgraduate Ministry scholarship holders are given six months intensive language training at one of four central government universities, with another four universities scheduled to join them in November. Undergraduate scholars take a one-year course at Tokyo University, while non-scholars have a choice of hundreds of private language schools in Japan, not all of them known for their excellence.

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Philosophical points

Sir - May I answer the points made by your correspondents about my letter of July 26. I have noted Mr Brown's suggestion (TES, August 30) but I disagree. Certainly, if one regards the distinction as untenable, then one's understanding of moral judgements may well be different from that of someone who accepts it. It does not follow from this that a student who does not himself accept the distinction would be unable to write a coherent essay about what moral judgement would be like if the distinction could be maintained. I do not believe in ghosts: but this does not prevent me from discussing what might be shown about immortality if they did exist.

As to the question Mr Brown raises, he may well be justified in taking me to task for insufficient clarity. The word "lose" has at least two meanings: (i) I may lose (fail to gain) something I have never had (as in a race for example). In the case of an examination answer I would fail to be awarded marks. (ii) I may lose something I already possess (for example, money). In this instance marks would be deducted from a total already allocated for an answer creditable in other respects.

Given this distinction, the student referred to would have lost marks in sense (i) but not in sense (ii). However, my central point is in no way thereby invalidated: irrelevant answers do not help students to pass examinations.

I sympathize with the points made in Mr Tuller's letter (TES, September 6). I was not on the working committee and cannot therefore be held responsible for the grading of this year's scripts. My job was solely to mark them in accordance with the agreed marking scheme. Neither can an examiner be blamed for poor teaching or inadequate preparation, or be expected to adjust his marking accordingly.

But it does not follow that rigorous marking necessarily results in a parsimonious allocation of, say, middling to good grades. To the best of my knowledge members of the working committee were indeed aware of the special circumstances attending this first A level paper, and approached the grading of scripts sensitively.

ANTHONY HARRISON-BARBET
Director
The Verulam Institute
Shopwyke Park
Chichester
West Sussex

Initial differences

Sir - Michael Marland (TES, Letters August 30) seems to miss the main point of my letter which was to differentiate religious knowledge from religious education, and to overlook my statement that RE entails a commitment to the divine (involving, among other acts, worship and prayer).

Furthermore, he has not grasped the other important point I made - viz that RE is not a subject - otherwise he would not state that the aims of RE which I put forward are synonymous with every "other" subject.

I completely agree with him that these aims are "appropriate to the school as a whole".

I also agree that these aims are grandiose (in the sense of being supreme, sublime) and that they are broad and ambitious: such are the hallmarks of an education which is vitally concerned with helping people towards an at-one-ment with God.

ROY HARRIS
115 Springfield Gardens
Upminster
Essex

Speaking up for oral assessment

Sir - Very few English teachers would argue with Roger Knight's contention ("Speaking Out", TES, September 6) that the assessment of oral communication is both time-consuming and complicated.

In arguing against its inclusion in the GCSE, however, he would have us sacrifice much that has been gained in the preparatory work for the new exam, particularly the recognition that "being good at English" must involve a description of how a pupil speaks to and with others as well as how he or she reads or writes.

The subjectivity of oral assessment bothers Mr Knight but he appears either unconcerned about or unaware of similar problems in assessing writing. How have we overcome these in the past? How can we deal with the subjectivity of assessing all language domains at GCSE in the future?

Trust the teachers Mr Knight! Those of us who have been involved for some

years with CSE assessment are neither as naive nor as submissive as you fear. Yes, the grade descriptions are painfully prescriptive and mechanistic: a teacher would be simplistic and misguided in attempting to interpret them according to the letter of the law. But this will not prevent the teacher forming a professional opinion on how well a pupil communicates. Continuous assessment and impression marking have taught us a lot and my guess is that these elements, together with our knowledge of the candidate and our professional integrity, that will ensure a fair assessment.

And since that assessment will help provide a wider picture of what candidates "know, understand and can do" it must surely be worth the effort.

VALMAI E WAINHOUSE
66 Westover Road
Fleet
Hants

Avoidable pitfalls

Sir - It was heartening to read Roger Knight's measured critique of the recently published National Criteria that are to govern the GCSE oral communication component. One must agree that the pitfalls of assessing "performance" are indeed awesome.

There is an understandable fear amongst examination sceptics though that unless some overt oral assessments are built into the structure of new examinations, oral activity may not form a valued part of curriculum work. Oral performance is measurable

(diction, elocution, public speaking skills), but should we not agree that the "oral communication situation" does not lend itself to such an analysis? The kind of oral activity most likely to further one's thinking is, after all, of a tentative nature. Countless analyses of transcripts of conversation and discussion have long shown us how young people's ideas are shaped and refined by such exploratory, collaborative intercourse. Furthermore, is not oral involvement crucial to understanding in all areas of the curriculum and not simply, as Roger Knight suggests, to the domain of the English lesson? Certainly teachers in secondary



schools need to understand the central role of talk for their learners (as their primary colleagues have always done) and be more supported in their endeavours to foster it in new curriculum developments. But simply to inject a few assessable elements, with all the attendant time-consuming organizational paraphernalia does not do this; moreover, it threatens the whole enterprise.

Perhaps a way out of the dilemma might be for teachers (in all subjects), in making assessments of other more overt attainments, to take account of the several ways that their pupils' oral involvement has affected their learn-

ing. Such an approach would be liable to have at least three positive outcomes:
□ It places a professional responsibility on teachers to understand the diverse role of talk in the classroom.
□ It would enable teachers to make some useful comments about the pupils in this area.
□ It would help ensure that relevant and helpful oral activity was being going on.

NIGEL GREEN
TF Davies Teachers' Centre
Clifton Villas
Bradford

False impression

Sir - Your report on my paper to the British Educational Research Association conference (TES, September 6) gives a totally false impression. Whilst it was true that the groups interviewed said that "special needs" pupils might get picked on, the majority felt that they themselves would not be involved in this activity.

Moreover, there was a great deal of sympathy expressed for this group, which was not of a sentimental kind but was clearly grounded in an appreciation of the problems that all school pupils faced - not just those with special needs. As one examination pupil put it: "I used to be picked on because I was tall".

Most of the pupils also felt that all

the "picking on" did not just come from other pupils, but teachers were involved as well.

As far as integration was concerned, a certain ambivalence was noted, in all pupils were able to talk sensibly and constructively about the topic of "mixing". The overall impression one had was of a great potential for understanding the requirements of special needs pupils - an understanding which will make a vital contribution to the implementation of integration policies.

DR JOHN QUICKE
Division and Institute
of Education
University of Sheffield

Cost of integration

Sir - Your report, "A special need to be consulted" (TES, September 6) concerning the lack of consultation among teachers in ordinary schools about special needs provision will come as no surprise to practitioners at grass-roots level.

In most areas consultation in both ordinary and special schools concerning the implementation of the 1981 Education Act has been conspicuous by its absence. Where change has occurred it appears to have been initiated by senior officials - educational psychologists, advisers or educational officers - with little or no practical experience of what it actually means to teach children with special needs all day and every day; be they grouped as in a special school or unit or simply in a group of "ordinary" children.

In some of the most blatant non-consultation cases, the drive for integration and never mind the needs springs from ideologically motivated politicians but often these are encouraged by equally ideologically biased professionals - and vice versa!

The small paragraph at the end of your report about the fear that children with special needs might be "picked on" also comes as no surprise, except that is, that Dr Quicke's research is couched in the future tense. Those of us closely associated with such children - whatever our teaching background - will know that most special needs children are already - and have been for many years, the readily identifiable "victims" of normal society including normal schools.

To my mind the reason d'être for

special school or unit placement has, the main, been to prevent such victimization. It is both regrettable and disgraceful that it exists but exists it does. Children do "pick on" the less and the lame (according to another report in the same issue of TES) even nursery age children show prejudice towards their racially different peers).

Can the confirmed integration among your readers explain how a short run such victimization is going to be extirpated without further victimizing of those children who can only explain the sudden signs of joyous relief shown by such victims released from their place of confinement and mental torture - even, at times, physical constraint and abuse?

Of course, we should all be looking closely at ways and means of integrating more; and yet, there are too special schools but to be pro-integration should not imply that we should not have a special school. Unfortunately, sort of polarization is too apparent, even in apparently unbiased reports, for example that of John P.

Has anybody really investigated an unbiased way, the special needs teachers faced with sudden decisions down by doctrinaire bosses. And isn't it about time that contributors to the debate on integration remembered the words of Dickens: "To observe a judicious moderation everything, that is the key to happiness".

P. F. SIMPSON
Cedar Road
Stoney Lane
Litchfield
West Yorkshire

DENSTONE COLLEGE
Near Uttoxeter, Staffs

Following the appointment of Mr. T.G. Beynon as Headmaster of The Leys School, the Midland Chapter of the Woodard Schools invites applications for the

HEADSHIP

of Denstone College which becomes vacant in April 1986.

Application form and details from:

Secretary and Bursar,
Woodard Schools,
14A The Square,
Shrewsbury SY1 1LN.
Tel: (0743) 56038

Closing date for applications: 16th October.

CROHAM HURST SCHOOL
South Croydon
Surrey

The Governors invite applications from suitably qualified and experienced teachers for the post of

HEAD

of this Independent Day School for Girls.

The vacancy arises on the 1st September, 1986 on the retirement of Miss D.J. Seward, B.A.
The School ranks as Burnham Group B and has 550 pupils, aged between 4 and 18 years.

Further details may be obtained from:
The Clerk to the Council,
Croham Hurst School,
78, Croham Road,
South Croydon,
Surrey, CR2 7YN.

to whom letters of application, together with the names and addresses of at least two referees, should be sent.
Closing date for applications - October 9th, 1985.

HUNMANBY HALL SCHOOL
FILEY, YORKSHIRE

APPOINTMENT OF HEAD

Following the appointment of Miss Joan Jefferson to the headship of St. Swithun's School applications are invited for the post of head of this independent boarding school for girls from September 1986. There are 310 girls aged 8 - 18 in the school.

Particulars of the post may be obtained from the Secretary of the Board of Management for Methodist Residential Schools, 25 Marylebone Road, London, NW1 5JP.

The closing date for applications is 25 October 1985.

KING'S SCHOOL
ROCHESTER

APPOINTMENT OF HEAD

The Governors invite applications for the appointment of Head of King's School, Rochester, to succeed Mr. R.A. Ford, M.A., who will retire on 31st August, 1986.

Full particulars of the post may be obtained from the Clerk to the Governors, King's School, Rochester, Kent, ME1 1TA, to whom applications should be sent by 30th September, 1985.

SPECIAL EDUCATION
continued

SUFFOLK COUNTY COUNCIL
WARREN SCHOOL
Clarks Lane, Outton Road,
Loweroft, N33 8HT
2-16:55 pupils
Required for January 1986:
two SLP (SL) teachers:
(i) Middle department class for pupils with severe learning difficulties.
(ii) Small group of S.L.D. pupils within additional behavioural difficulties.
Applications are welcomed from experienced or newly qualified teachers. An interest in music, art and craft or P.E./Movement would be an advantage; commitment to integration work is essential.
Application forms and further details available from the Headteacher at the school concerned (a.s.p.) to whom they should be returned by 27th September. (16870) 160022

WEST SUSSEX
INVA VISUAL
INSTITUTE FOR THE BLIND
SUNSHINE HOUSE NURSERY
School for visually handicapped children
Dunstable, W. Sussex
Wanted for January 1986 a young and enthusiastic Nursery trained Teacher to take up the challenge of our visually and additionally handicapped children.
Interviews in early October.
Salary on Burnham Scale 1 plus Special Schools Allowance.
For further information and application form, please telephone Miss Dunford (16870) on 16870 or write to the school. (16870) 160022

WEST SUSSEX
SOUTHERN AREA
WORTHINGTON TUTORIAL
S.A.A. School of Technology
Broadwater Road, Worthing
BN1 5HT
An enthusiastic and sympathetic teacher (male or female) to join our team working with children at risk with special learning problems. Full or half-time appointment considered.
Application form and further details from teacher-in-charge at the Centre on receipt of a.s.p. (16870) 160022

LEEDS GRAMMAR SCHOOL

The Governors invite applications for the post of Head, vacant from 1 September, 1986. The day school is independent, a member of the Governing Bodies Association, and is represented at the Headmasters' Conference.

There are at present 1080 boys in the Main School, including 262 Sixth Formers, and a further 132 in the nearby Junior School.

Full particulars and application form available from the Bursar and Clerk to the Governors, Leeds Grammar School, Moorland Road, Leeds LS6 1AN. 0532 433417. Completed applications to be lodged by 9 October, 1985.

BUCKSWOOD GRANGE
INDEPENDENT EDUCATIONAL SCHOOL

DIRECTOR OF STUDIES

Applications are invited for the post of Director of Studies, the Senior Academic appointment at this School.

The Director's position, to be taken up in April 1986 or before, involves executive responsibility in key areas - particularly administration, and offers an outstanding opportunity to someone with ambition wishing to further their career.

Buckswood Grange is a co-educational day and boarding school providing a secondary education up to 'O' level.

The position carries a salary and emoluments substantially in excess of Burnham. Further details and an application form may be obtained from The Secretary, Buckswood Grange, Uckfield, East Sussex.

Independent Schools

Headships

BUCKINGHAMSHIRE
CHARMANDEAN SCHOOL
Near Buckingham
RESIDENT HEAD
Applications are invited for the Headship of this small independent boarding and day school for girls aged 8 - 18.
Salary Group 4
Application form and details of the post may be obtained from: The Principal, Charmandean School, Linwood, Daventry, Buckingham MK18 5AN. 160010 (16228)

Deputy Headships

Second Masters/Mistresses

EAST SUSSEX
SHORE SCHOOL OF ENGLISH
Requires an Assistant Director with a view to assuming full responsibility as Director within six months.
TSP Graduate with experience and a full RSA or C.E.F.E. essential.
Administration experience preferred. Age 35-45.
Apply in writing with C.V. to Director SSE, 14 - 18 Norman Road, St. Leonards-on-Sea, East Sussex. For details of application, contact (16870) 160012

WORCESTERSHIRE

ST. JAMES'S AND THE ABBEY
West Malvern, Worcestershire WR14 4DP
Tel: 06845 3129
SECOND MISTRESS

Required in January 1986 a resident Second Mistress for this Girls' Public Boarding and Day School. (G.D.C.S.A.) and S.A.A. School experience in Boarding School in actual house experience in actual house experience. Further particulars may be obtained from the Headmistress.
Applications should be sent together with a full Curriculum Vitae and the names and addresses and telephone numbers of three referees, to the Bursar by October 15th. (46679) 160012

CITY OF LONDON SCHOOL FOR GIRLS

Appointment of Head

The Board of Governors of the City of London School for Girls invite applications for the post of HEAD, which will become vacant on 1st September 1986 on the retirement of the present Headmistress, Miss L.E.M. Mackie.

Details of the post and application forms may be obtained from the Town Clerk, P.O. Box 270, Guildhall, London EC2P 2EJ, reference CLSG/JFS. The closing date for applications will be Friday, 11th October 1985.

Applications from employees of GLC or MCC's with relevant experience will be welcome. (16020)

HABERDASHERS' MONMOUTH SCHOOL FOR GIRLS

APPOINTMENT OF HEAD

The school is an independent day and boarding school, with an established record of academic excellence.

Applications are invited for the post of Head which will fall vacant on September 1st 1986. The school has approximately 600 girls aged 7 - 18 years and is endowed and administered by the Worshipful Company of Haberdashers.

Further details may be obtained from the Bursar, Haberdashers' Monmouth School for Girls, Hereford Road, Monmouth, Gwent NP6 3XT, to whom applications should be sent by October 7th 1985. (16020)

SELWYN SCHOOL, GLOUCESTER

HEAD

Applications are invited from enthusiastic and forward thinking persons for this post which becomes vacant on 1st September 1986. Applicants must be communicant members of the Church of England and be prepared to reside within the Gloucester area.

Selwyn is an independent girls school with just under 300 pupils aged 4-18 years and with boarding facilities for 110 girls from age 9 years.

Full particulars of the post and application forms can be obtained from the Clerk to the Governors, Selwyn School, Matson House, Matson Lane, Gloucester GL4 9DY. The closing date for applications is 15th October 1985. This is a re-advertisement and previous applicants wishing to be considered are asked to notify the Clerk in writing. (16048)

RUNTON HILL SCHOOL
Norfolk

Applications are invited for the post of

HEAD

which will become vacant from the 1st May, 1986 following the retirement of Mrs Sheelin Cuthbert. Runton Hill is a flourishing boarding school of 180 girls (11-18 years).

Further particulars and an Application Form are available from the Secretary to the Governing Body, Runton Hill School, c/o Messrs Lee Bolton & Lee, 1 The Sanctuary, Westminster, London SW1P 3JT.

Closing date for return of Application Forms: 18th October 1985. (16020)

Travel

LANGUAGE & CULTURAL VISITS

We now arrange short stays in host families with centres throughout Europe, on family and group visits to exchange visits for any age group from your school. Call for our 16 brochures now. Some of you can meet us during September & October when we are visiting Bradford, Leeds, York, Sheffield, Wolverhampton, Birmingham, Chester, Liverpool, Bolton, Manchester, Colchester & Bristol.

For full details contact Mrs Eva Moody, SEE Foreign Study Ltd, 59 Church Street, Weybridge, Surrey, KT13 8BJ Tel: 0932 40440.

(16027)

INSTRUCTION,
EDUCATION

PADDINGTON COLLEGE
25 Paddington Green, W2
Tel: 01-723 8828
Department of Applied Science
PHYSICAL LECTURER IN
BIOENGINEERING/PHYSICS required
for January 1988. Applicants should
have qualifications in physics and have
experience in the application of
physical principles in paramedical
science. Duties will include teaching in
one or more of the specialist fields of
prostheses, orthotics, surgical
technology or medical physics/
radiation measurement and have
overall responsibility for the
paramedical science department of this
college and varied Department, (Ref. A
65/22)

LECTURER I
in **PHOTOGRAPHY** required as soon as
possible. Applications are invited from
persons with professional
qualifications in photography, and

10/10/1964

ns should be returned to him b
s an equal opportunity employee

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

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SAUDIA ARABIA

Saudia Arabian Language Institutes Inc. requires for two year contract starting Oct/Nov '85

EFL TEACHERS

Requirements: At least 5 years EFL teaching experience abroad preferably Middle East. Qualifications: Bachelor's Degree plus TEFL Credentials or Master's Degree in TEFL. Remuneration: From STG. 1200.00 upwards per month tax free depending on experience and qualifications. One return air ticket to U.K. per year. 7 weeks paid holiday - free furnished flat. Native speakers, male, single only enclose photo and copies of academic qualifications and letters of reference to:

Director of Operations,
Saudia Arabian Language Institutes
P.O. Box 17702, Jeddah, Saudia Arabia
(Tel. Jeddah 842 2141 or 880-8381)

TEACHERS FOR ZIMBABWE 1986

Secondary schools in Zimbabwe need teachers in General Science, Agriculture, Metalwork, Maths, Woodwork, Technical Drawing, English Language and Building. School intakes have expanded dramatically over the last five years, but teachers are in short supply and resources are limited.

CIIR - a member of the British Volunteer Programme - has been sending teachers to rural schools in Zimbabwe since 1981. School terms start in January, April and August and we are now considering applications for 1986.

We seek teachers with a degree in a relevant subject or a full City and Guilds training who have had considerable experience in teaching or in practising the skills they intend to teach. CIIR can only place people without dependants.

CIIR provides two-year contracts, salary, air fares and various allowances. We will also prepare you for the living and working conditions you will find in Zimbabwe and will give you language training (even though most of your classroom-work will be in English).



For a full job description and application form, send a large SAE and also a brief cv to CIIR Overseas Programme, 22 Coleman Fields, London N1 7AF, quoting ref. TES/8

KING'S COLLEGE, MADRID

Senior Department

(400 pupils, 29 staff)

Wanted immediately, a well

QUALIFIED GRADUATE

is required to teach Economics to O and A G.C.E. levels and some junior English.

King's College is an independent day and boarding school with 850 pupils between 3-19 years.

The school is housed in modern purpose built premises in 8 acres of ground in the countryside near to Madrid.

Applications with full c.v., address and telephone number of a referee (present or most recent employer) and photograph should be sent to the Headmaster, King's College, Avda. Stuyck 1, 28016 Madrid as soon as possible.

Interviews will be held in London at end of September.

NEWINGTON COLLEGE

A large independent secondary school for boys

IN SYDNEY, AUSTRALIA

Is seeking an experienced teacher of

SCIENCE

(Preferably with Physics as a specialism)

To take up duties at the start of 1986 or during the course of the year.

Those interested are invited to write to
the Headmaster
Newington College,
Stanmore, 2048,
Australia.

OVERSEAS POSTS

continued

OVERSEAS APPOINTMENTS

Be fully briefed and prepared. Know the DO's and DON'T'S. S.A.E. for FREE DETAILS to: Overseas Appointments, Consultants, 'Kirkuk' Barton Hill Road, Torquay, TQ9 8LA. Quota 7/85/71. 460000 (16105)

PAPUA NEW GUINEA

Headmaster, Two Assistant Teachers and Principal of Theological College required for end of January 1986. See large CCL EDUCATION CONSULTANTS advert in Overseas section of this issue. (06667) 460000

SOUTH ITALY

T.E.F.L. Teacher required for Language School, South Italy, October 1985 - June 1986. Lit. 700,000 monthly. Send curriculum vitae and photo to International School, Via V. Veneto, 66 Reggio Calabria, Tel: 0965/9501. 460000

SPAIN

English School in Terragona requires a teacher of E.F.L. initial contract October to June with possibility of continuing employment. Please write or telephone with C.V. to Octavia Salles, Ramon Noves, 106 bis 43001, Terragona, Spain. Tel: 77-21212. (40666) 460000

Administration
Local Education
Authority

ESSEX

COUNTY COUNCIL

EDUCATION

DEPARTMENT

CAREERS SERVICE

CAREERS OFFICER

(EMPLOYMENT LIAISON)

SCALE 4 OR 5 OR 6

6,900 - £7,715 or £7,920

£8,697 or £8,919

£9,591 plus £192 outer

£8,697 or £8,919

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EDUCATION DEPARTMENT
KENT COLLEGE FOR THE
CAREERS SERVICE

Appointment of

Principal

Applications are invited from persons with appropriate professional qualifications and experience for the post of Principal of the Kent College for the Careers Service, Swanley, Kent, which is to be filled from 1st January 1986 on the retirement of the present Principal. The salary is currently £15,785 per annum plus £258 per annum London Area Allowance.

The main work of the College is, each year, to prepare up to 60 full-time students for the Diploma in Careers Guidance awarded by the Local Government Training Board and short courses are provided for experienced Careers Officers and support staff. The future of the college has recently been reviewed by the Authority and it has been agreed that these courses should continue to be provided. The new Principal will also be expected to develop short courses offering training in such areas as selection, guidance and interview techniques to private and public sector employees.

Application forms and further particulars (enclose SAE) are obtainable from the County Education Officer (reference T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 4th October 1985.

KENT COUNTY COUNCIL

Education Department
Assistant Education
Officer (2 Posts)
Salary £14,385-£15,453 p.a.

These two newly-established posts have been formed to assist the Director and the four second-tier Senior Assistant Directors in their work, especially in those aspects relating to the development of Authority policy. The successful applicants will be highly-motivated graduates with teaching or lecturing experience. They may or may not already have some experience in the Education Department of a local authority. They will be looking for an opportunity for a broad but searching experience in a progressive Authority with a view to obtaining senior posts in an Education Department of a local authority within a few years. Oldham is situated within easy reach of Manchester with its excellent road and rail links to all parts of the country and is bounded by the unspoiled beauty of the Pennine Chain. Application forms and further details are available from: Director of Education, Education Department, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP. Telephone: 061-678 4260. Closing date Monday, 7th October 1985.

Oldham Metropolitan Borough
An Equal Opportunity Employer

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

Advisory Officer
Management and Development
of In Service Training

Salary: Head Teacher Group 10

Applications are invited for this important new post within the Authority's Advisory Team, which will co-ordinate and develop the provision of in-service education and training of teachers. The postholder will be required to manage the Authority's existing resources for I.N.S.E.T. and new funding under the T.R.I.S.T. arrangements also to develop and implement future programmes.

Candidates should have had successful experience as an adviser or provider of in-service education with a local education authority. Temporary housing (up to 51 weeks), 100% removal expenses (£800 max.), generous relocation costs and lodging allowance - where appointee needs to move.

Application forms and job description available from the Education Establishment Section, PO Box 58, Civic Centre, Silver Street, Enfield EN1 3XQ. Tel: 01-868 9356. Closing date 4.10.85. Please quote reference OGD/488.

Enfield
An Equal Opportunity Employer

DURHAM COUNTY COUNCIL
Senior Education Advisor

Salary Scale: Solbury-H.T. Group 10-£16,824-£18,141

Applications are invited from well qualified teachers with experience in the education of children within the junior age range and of advisory work for the post of Senior Education Advisor.

The person appointed will be required to assume general responsibility for educational matters within the East Durham Area of the County. Other duties will include a responsibility in the education of junior children in which the person appointed will be expected to make a significant contribution to the in-service training programme for teachers.

Application forms and further details obtainable from the Director of Education, Schools Section, County Hall, Durham on receipt of a stamped addressed envelope to be returned by 7th October, 1985.

A joint membership agreement is in force and applies to this post.

LONDON BOROUGH OF EALING

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

T.V.E.I. PROJECT DIRECTOR
£17,862 - £18,179 p.a. inclusive of London Weighting

The Authority has made a successful submission to the Manpower Services Commission to pilot a project T.V.E.I. programme which commenced in September 1985.

Applications are invited for this new post to lead the Ealing pilot T.V.E.I. programme. The post offers an exciting opportunity to an enthusiastic, enlightened and committed person to implement and develop the Authority's proposals.

Applicants should have substantial teaching experience at management level in Secondary and/or further education with a record of successful curriculum innovation and a knowledge of new developments in the area of pre-vocational education. Experience of working with or in industry or commerce would be an advantage.

Previous applicants will be considered.
Please quote reference: E802. Closing date: 2.10.85.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, New Broadway, Ealing W5 2BY. Tel: (01) 840 1895 (24 hour service).

WEST SUSSEX
COUNTY CAREERS OFFICER
Salary: £15,453 - £16,551
(P.O. 13-16)

This post will provide an opportunity for an enthusiastic and imaginative officer to build on the existing basis of an effective and successful service. The vacancy occurs upon the retirement of the present postholder and follows some restructuring of the service.

Further particulars and application form from Director of Education, Staffing Section, West Sussex County Council, County Hall, Chichester, PO19 1RF, telephone 777100, extn. 2308.

Previous applicants will automatically be considered.

Closing date: 4 October 1985.

TVEI PROJECT DIRECTOR
(Solbury Group 9 HT Equiv.)
£15,792 - £17,112
(+ £878 Outer London Allowance)
(1985 Award pending)

The Authority is seeking a qualified teacher with senior management experience in secondary schools to lead the TVEI project which has been submitted to MSC for introduction in September 1986. The Project Director will be appointed as from 1 January 1986 subject to MSC approval to the project being given before 31 October 1985, and intervals will be held during October on this basis.

The Hillingdon TVEI project will involve four 11-18 schools, with a central team of mobile teachers and support staff in addition to TVEI teaching posts in each school, and a TVEI resource centre. The Project Director will be responsible to the Director of Education and Chief Adviser for the management of the project and will work closely with head teachers and advisers.

Further details and forms are available from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone: 0494 80488. Closing date for applications: 4th October 1985).

Hillingdon
An Equal Opportunity Employer

ADMINISTRATION - LEA
continued

TRAFFORD

EDUCATION DEPARTMENT
GENERAL ADVISER
Qualifications: Degree or equivalent
Experience: 5 years in education
Applications are invited from persons with appropriate professional qualifications and experience for the post of General Adviser, Education Department, Trafford Council, Trafford Park, Manchester M17 1QS. Salary: £14,564 - £15,953 p.a. plus 10% London weighting. Applications should be sent to the Director of Education, Trafford Council, Trafford Park, Manchester M17 1QS. Closing date: 4th October 1985.

Although the post is available now, consideration will be given to students completing their Diploma in Careers Guidance in December. Applications from persons with appropriate experience in the Education Department of the GLC or MCCs will be welcome. Application forms and further particulars are obtainable from the Director of Education, Trafford Council, Trafford Park, Manchester M17 1QS. Closing date: 4th October 1985.

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

GENERAL ADVISOR

primary
£17,481 - £18,798

Applications are invited from persons with substantial and varied teaching experience for this important post in the Authority's Advisory Team. The successful candidate will be responsible for advisory work across the primary age range but will also contribute to the development of policies in the whole of the Education Service. Previous experience as a Primary Head and/or Advisor is essential.

Temporary housing (up to 51 weeks), 100% removal expenses (£800 max.), generous relocation costs and lodging allowance - where appointee needs to move.

Application forms and job descriptions available from the Establishment Section, Education Department, PO Box 58, Civic Centre, Silver Street, Enfield, EN1 3XQ. Telephone: 01-868 9356. Closing date: 18 October 1985. Please quote reference OGD/483/134.

Enfield
An Equal Opportunity Employer

Lancashire
County Council

An Equal Opportunities Employer.

CURRICULUM DEVELOPMENT OFFICERS
(TWO POSTS)

Salary Scale: Solbury Headteacher Group 8 - £14,664 - £15,953 per annum. Education Department, County Hall

Applications are invited from well qualified candidates with relevant teaching experience for the above newly established posts - one primary and one secondary.

The successful candidates will be responsible for encouraging and assisting schools to develop materials and strategies concerned with the multi-ethnic and multi-cultural curriculum.

Application forms and further details available from/returnable to the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ. Tel: Preston 263697 or 263695. Please quote Ref. A10701/PJ. Closing date: 4th October 1985.

City of
WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

ADVISERS

Solbury Burnham HT Group 9 £16,792 - £17,112
(under review)

1. ADVISER for ART
2. ADVISER for PSE, CAREERS AND TVEI - type developments

These two important posts involve work in all sectors across the Authority as part of a team of 21 Advisers. They are available from January or April 1986.

Requests for application forms (accompanied by a fee) should be addressed to The Chief Executive, (Personnel Section), Town Hall, Wakefield, WF1 2HQ, to be returned by 4th October 1985.

Wakefield
An Equal Opportunity Employer

Administration
General

FRENCHAY

HEALTH AUTHORITY

Frenchay is one of four Health Authorities in the County of Devon. It includes the East part of the City of Bristol.

As part of the implementation of the management inquiry, the following Director posts have been established: Director of Planning and Information; Director of Education and Training; the Director of Health Services; and the Director of Health Services.

General Manager, will be responsible for the overall management of the Health Authority. The General Manager will be responsible for the overall management of the Health Authority. The General Manager will be responsible for the overall management of the Health Authority.

We are seeking applications for a Director of Training (with Honorary Senior Research Fellow Status to the Bristol Polytechnic).

Closing date for applications: 4.10.85.

We are an equal opportunity employer. (06649) 500000

Buckinghamshire
County Council

AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION

ADVISORY TEACHER

EAST ANGLIAN EXAMINATIONS BOARD

ASSISTANT SECRETARY (Modern Languages)

Applications are invited for the post (permanent) of Assistant Secretary to take effect from 1 January, 1986. Good academic and professional qualifications and teaching experience in Secondary Schools are required.

Salary in the range of £14,025 to £15,111.

ASSISTANT SECRETARY (Sciences)

Applications are invited for a post as Assistant Secretary, for two years from 1 January, 1986. Good academic and professional qualifications and teaching experience in Secondary Schools are required.

Salary in the range of £14,025 to £15,111. (The Board would be willing either to negotiate secondment or to make a fixed term appointment).

ACADEMIC ASSISTANT

Applications are invited for the post (permanent) of Academic Assistant to take effect from 1 January, 1986. Good academic qualifications are required and teaching experience in Secondary Schools would be an advantage.

Salary in the range of £11,850 to £12,885.

Further details and application forms (to be returned by 30 September) are available from The Secretary, East Anglian Examination Board, "The Lindens", Loxden Road, Colchester, Essex CO3 3RL. Telephone: 0206 549595. (8514)

ADMINISTRATION - GENERAL

BERKSHIRE

ST PIRAN'S SCHOOL, (IAPS, 60 Boarders, 135 Day)

Applications are invited for the post of Bursar to be responsible for the financial management of the school and the development and maintenance of buildings and grounds. Salary will be negotiated according to experience and qualifications. The post is non-residential.

Apply with curriculum vitae to the Headmaster, St Piran's, Dringier, Hill, Maidenhead, Berkshire SL6 7LZ. (06804) 500000

MERTON & SUTTON HEALTH AUTHORITY HEALTH EDUCATION

If you are a teacher who has successfully organised and taken part in Health Education in schools for children between 5 - 13; this post will be of interest to you.

The person appointed will work with teachers in schools in the London Borough of Merton and Sutton, will identify the needs of the schools with regard to Health Education and help formulate a structure for its development.

The vacancy exists now but applicants available from 1st January 1986 will also be considered.

Salary: £8,325 to £10,075 inclusive. For an informal discussion, please contact Sonia Laurie on 01-645 0262.

For an application form and job description, please contact the District Personnel Department, Merton & Sutton Health Authority, 6 Romford Drive, Sutton, Surrey SM2 5LV. Tel: 01-645 3328, Ext. 226.

Closing Date: 7th October 1985. (06613) 500000

Educational Psychologists

HERTFORDSHIRE

ST. CHRISTOPHER SCHOOL, Lutworth, Herts. Recruitment of an EDUCATIONAL PSYCHOLOGIST for one or two days a week to the expansion of the school's counselling and support services.

The salary will be based on the Southbury Main range for senior educational psychologists. St. Christopher is an independent educational boarding school for 350 pupils aged 12 - 19. It admits children from a range of ability and social circumstances. About ten per cent have been formally assessed as having special educational needs. For an informal visit and any further information please contact the Headmaster, Crin at Lutworth (0452) 879301. (06392) 560000

SHEFFIELD EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST (HALF)

Proposed salary £11,931 - £14,979

PSYCHOLOGICAL SERVICE, Newbould Lane, Sheffield S10 2PZ

An interest in working both in schools and in the community is necessary, with ability to develop co-operative working relationships with teachers, social and community workers, parents and colleagues at all levels within the Education Department. Applications would be particularly welcomed from candidates who demonstrate that they are able to respond to changing needs in this field and to work effectively in a multi-ethnic, multi-cultural community.

Successful candidates must have an Honours Degree in Psychology, a PGCE or equivalent, a minimum of two years' teaching experience, and post graduate training in Educational Psychology. Applications forms and further details from the Principal Psychologist, Mr D. Loxley, 5 Newbould Lane, Sheffield S10 2PZ. Tel: 0745 66677. Closing date 2nd October.

AN EQUAL OPPORTUNITY EMPLOYER. (06807) 260000

London Borough of Merton Social Services Department Merton Care and Education Centre, Mitcham.

SOCIAL WORKER/TEACHER

Salary Level 2 £9,081-£10,632

Level 3 £10,248-£11,937

N.J.C. incl. London Weighting Allowance.

We are looking for a suitably qualified Social Worker or teacher to replace the present post-holder who has accepted a team leader's post elsewhere. Merton Care and Education Centre is Urban-aided until April 1989 and is jointly funded within Merton by the Education and Social Services Department.

The Worker will join a multi-disciplinary team working with multi-racial groups of young people from within the borough. There are three main areas of work which the Centre has established. These are: An Education programme for disruptive pupils from the borough's high schools; an Intermediate Treatment programme for young people as an alternative to custody; various groupwork and individual programmes of a preventative nature. These programmes have been running for nearly a year and a major review is planned in which the new post holder will have the opportunity to make an early contribution.

The successful applicant will be experienced in setting up and running groups for young people and will be expected to use these skills to modify and supplement the existing services. If you have a good sense of humour and are interested in working with a difficult and changing group of young people in trouble please telephone David Dunlop, Manager, or Paul James, Deputy Manager on 01-840 8535 or 01-885 0324.

Application forms from Director of Social Services, 4th Floor, Crown House, London Road, Morden, Surrey, Telephone 01-546 3843.

Applications from employees of the GLC/MCC's with appropriate qualification and relevant experience will be welcome.

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER (088)

Leicestershire

LEICESTERSHIRE EDUCATION COMMITTEE SCHOOLS PSYCHOLOGICAL SERVICE, CHILD AND FAMILY GUIDANCE SERVICE.

TEMPORARY EDUCATIONAL PSYCHOLOGIST

Salary within the Southbury Main range

£11,403 to £14,979.

A temporary educational psychologist is required from mid-October, or as soon afterwards as possible, to cover for an educational psychologist taking maternity leave. There are opportunities for interesting and varied work within a team based in Leicester but working mainly in the north of the County.

Applicants must have an honours degree in Psychology (or equivalent), teaching experience and a recognised postgraduate professional qualification in educational psychology.

Informal enquiries should be directed to the Principal Educational Psychologist, Mr. J.A. Wallis (Tel: Leicester 555051).

Application forms available on receipt of a s.a.s. from the Director of Education, Room 25, County Hall, Glenfield, Leicester, LE3 8RF. Closing date 4th October 1985. (9330)

"EQUAL OPPORTUNITIES POLICY" Applications are welcome from suitably qualified and/or experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

WILTSHIRE COUNTY COUNCIL

Education Department

EDUCATIONAL PSYCHOLOGIST

Salisbury Scale £8,886 - £14,979 p.a.

An enthusiastic fully qualified educational psychologist is required to join an established team of three operating in the south of the County from Salisbury.

An essential user car allowance is payable. Removal and disturbance allowances payable in approved cases.

Application form and further details from Chief Education Officer (ST/NU/LG), County Hall, Trowbridge, Wiltshire BA14 8JB, Tel. Trowbridge (02214) 3641, Ext. 2454, quoting reference E.85.415 returnable by 4th October, 1985. (9077)

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

General Certificate of Education Examination

The Board invites application for addition to the list of those suitable for appointment as Assistant Examiners:

ADVANCED LEVEL

BIOLOGY
CHINESE
CLASSICAL CIVILISATION
COMPUTING SCIENCE
ENGLISH LITERATURE

FOOD AND NUTRITION
FRENCH SYLLABUS A
FRENCH SYLLABUS B
GERMAN
GEOGRAPHY
HISTORY
MATHEMATICS
MODERN GREEK
RELIGIOUS STUDIES
SPANISH

ORAL VISITING EXAMINERS

FRENCH
GERMAN
ITALIAN
RUSSIAN
SPANISH
SPOKEN ENGLISH

(Especially from residents in Greater London and the Home Countries)

Applicants should be graduates or hold appropriate qualifications and should be under the age of 65 with three years recent teaching experience. Application forms and further details may be obtained from The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 18 October 1985. (9020)

Examiners

MIDLAND EXAMINING GROUP

East Midlands Regional Examinations Board
Oxford and Cambridge Schools Examination Board
Southern Universities Joint Board for School Examinations
The West Midlands Examinations Board

University of Cambridge Local Examinations Syndicate

Appointment of two Chief Examiners:

Home Economics: CHILD DEVELOPMENT

For the Joint GCE 'O' level/ CSE Examination 1986.

Information/application forms may be obtained from: The Secretary, University of Cambridge Local Examinations Syndicate, Syndicate Buildings, Hills Road, Cambridge CB1 2EU.

Closing date for applications: 30th September 1985 (16820) 600000

Miscellaneous

A SALES CAREER with Sun Life Assurance Company of Canada offering an interesting and rewarding future combining security and real opportunity. Full training, unlimited prospects and excellent income. Suitable applicants, aged between 24 and 40, should apply in person or write to: C. J. Cooke, Sun Life, 100, Old Bailey, London EC1A 3BB. 650000

HAMPSHIRE

BATHSTOCK THEATRE TRUST

Requires an innovative, full-time Director for initial three month project. The candidate will be expected to have full awareness of current trends and good practice in Theatre in Education. The post will be for an initial period of three months commencing 1st January 1986.

The successful candidate will be expected to form his or her own company and have enough enthusiasm and vision to convince funding bodies of the need for a full-time T.E. company in the Bathstock area.

Applications with full C.V. and the names and addresses of two referees should be sent to: The Filioff, Haymarket Theatre, Wote Street, Reading RG1 1NW to arrive no later than Monday 30th September. (06228) 600000

LONDON AND EAST ANGLIAN GROUP

East Anglian Examinations Board
London Regional Examinations Board
University of London School Examinations Board

Joint O-Level/CSE and GCSE Examinations

Appointment of Chief Examiners

Applications are invited for the following Chief Examiner appointments for Joint O Level/CSE Examinations in 1987. Subject to satisfactory performance successful applicants will be appointed for GCSE Examinations in 1988 and the following winter examinations. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the addresses indicated below to which completed application forms should be returned by 16 October 1985.

AGRICULTURAL SCIENCE
COT: DESIGN AND REALISATION
GEOGRAPHY A
GRAPHIC COMMUNICATION
HOME ECONOMICS: TEXTILES
MUSIC
PHYSICS B

Details from: The Secretary, East Anglian Examinations Board, "The Lindens", Loxden Road, Colchester CO3 3RL

ACCOUNTING
BRITISH GOVERNMENT AND POLITICS
COMMERCE
DRAMA A & B
SCIENCE
SCIENCE (Double certificated: Biology/Chemistry/Physics)
SCIENCE (Double certificated: Integrated)
SCIENCE (Modular)
SOCIOLOGY

Details from: The Secretary, London Regional Examinations Board, Lion House, 104 Wandsworth High Street, London SW18 4LF.

CHEMISTRY A
ECONOMICS
ENGLISH LITERATURE
HOME ECONOMICS: FOOD
HUMAN BIOLOGY
RELIGIOUS STUDIES A & B

Details from: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN (8578)

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF EDUCATION EXAMINATION
The Board invites applications for the following appointments:

CHIEF EXAMINERS

ADVANCED LEVEL

Armenian - Japanese for June 1986

Mathematics for June 1987

Textiles and Dress for June 1988

ORDINARY LEVEL

Armenian - Bengali - Japanese - Portuguese

for June 1986 - Physics - Turkish

MODERATORS

WITH IMMEDIATE EFFECT

Chinese - Japanese - Swahili

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.

Chief Examiners duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.

For application forms and further details write to The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 8 October 1985. Previous applicants need not re-apply. (9020)

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Applications are invited for the post of

CHIEF EXAMINER

Advanced Level Physics (Practical Test)

Responsibilities will include the setting of examination papers and the supervision of marking for the Syndicate's A/HSC examinations held in November and June each year.

Immediate applications are required for the 1987 series of examinations.

Application forms can be obtained by writing to:

The Secretary (Ref. (EX/R/Phya), University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge CB1 2EU. (9027)

London Borough of Ealing

Tvei Related In-Service Training Scheme (Trist)

TRIST COORDINATOR

£11,175 - £13,128 plus London Weighting

The Authority has made a successful submission to the Manpower Services Commission for the provision of funds to enable a TVEI related in-service training scheme to be implemented between September 1985 and March 1987.

The Authority seeks to appoint a Coordinator who will be responsible for ensuring that the TRIST proposals are implemented and developed.

Applications are invited from well qualified and enthusiastic individuals with a proven record in curriculum support and staff development appropriate to technical and vocational education.

The appointment will be part time (0.5) for a fixed term up until March 1987 in the first instance. The salary will be at the level of Burnham FE Senior Lecturer: £11,175 - £13,128 plus London Weighting. Secondments will be considered.

Application forms and further details from: Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU. Closing date: 4 October 1985. (9704)

The Christian Education Movement

wishes to appoint a

General Secretary

who will be responsible for the Movement's work throughout the United Kingdom. Information about C.E.M. and the General Secretaryship is available from P. R. Watkins, Chairman of C.E.M., Room 601, 45 Notting Hill Gate, London W11 3JB (Telephone 01-229 1234). Closing date for applications 21 October. (0919)

Department of Education and Science

HM INSPECTORS OF SCHOOLS

English as a second language

(Reference 15/85)

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Applicants will be expected to have had substantial teaching experience and involvement in developing methods and approaches to teaching English as a second language within the school curriculum and in the classroom.

They should also have recent experience of working in this country in or with schools serving multi-ethnic populations.

Starting salary for all posts is within the range £17,000-£22,900. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned not later than 30 September 1985) and further information may be obtained from Mrs S. Willis, Department of Education and Science, 39 York Road, London SE1 7PH. Telephone: 01-934 0798/0799/0800.

The Civil Service is an equal opportunity employer. (9512)

REGIONAL COUNCIL FOR FURTHER EDUCATION FOR THE SOUTH WEST

DEPUTY SECRETARY

Salary: within the range £14,748 - £16,184

Required as soon as possible. The successful candidate is likely to have a degree, or equivalent professional qualification and experience in teaching and/or administration in further/higher education.

Application forms and further details may be obtained from:

The Secretary, Regional Council for Further Education for the South West, Wessex Lodge, 11/13 Billefield, TAUNTON, Somerset, TA1 3NN.

Tel: Taunton 85481

Closing date: 11th October, 1985. (888)



WEST GLAMORGAN County Council

Education Department

APPOINTMENT OF EDUCATIONAL PSYCHOLOGIST

(Post Ref: 1.37.85)

Applications are invited from fully qualified Educational Psychologists for the above post in West Glamorgan. Salary will be in accordance with the scale for main grade Educational Psychologists (equivalent to Burnham Qualified Teacher incremental point 4 on Scale 3 to the maximum of Headteacher Group 7). This is a READVANTAGEMENT.

Application forms and further particulars are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3BN on receipt of a large stamped addressed envelope quoting the post reference.

The CLOSING DATE for the receipt of completed application forms is THURSDAY, 3rd OCTOBER, 1985. (9704)

SOUTH WEST ARTS

The largest of the Regional Arts Associations, South West Arts, is a funding and strategic agency covering Avon, Cornwall, Devon, Dorset (except Bournemouth), Poole and Christchurch, Gloucestershire and Somerset.

We need a

MUSIC OFFICER

to develop our work for music, which is dedicated to broadening the base of public involvement with music of all kinds. The Music Officer works with a wide range of national regional and local music enterprises, and manages an extensive tour circuit on behalf of the region's promoters.

The post requires entrepreneurial flair, and carries important advisory financial and administrative responsibilities. You must be able to drive.

Starting salary £8,979. Removal expenses and car purchase assistance available.

For details and application form write in confidence to:

Martin Revcastle, Director, South West Arts, Bradinch Place, Gandy Street, Exeter EX4 3LS. Re-advertisement - previous applicants need not apply.

SOUTH WEST ARTS